

# **SUCCESSFUL STRATEGIES**

in

# **FAMILY LITERACY**

**Rebecca V. Dyer**

*Adult and Family Literacy Coordinator  
for the Maine Department of Education*

*Maine Family Literacy Initiative*

The Maine Family Literacy Initiative (MEFLI) is a collaborative project of the Barbara Bush Foundation for Family Literacy and the Maine Department of Education. This project was developed by many participants of the MEFLI: children, parents, teachers, program directors, community partners, and administrators. Their desire is to describe current programs, to tell the story of their beginnings, and to celebrate their successes so that others may be motivated to initiate similar programs in their communities. The publication of this volume is possible because of the generosity of the Barbara Bush Foundation for Family Literacy.

## PHOTO CREDITS

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## **DEDICATION**

This book is dedicated to Louise Varnam, my first teacher, my mother and friend and in loving memory of my father, Leonard Varnam (1921–2001,) the best dad a girl could have.



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BLAINE HOUSE  
AUGUSTA, MAINE 04333

I was delighted to be asked to write the foreword to this book. My passions are promoting family literacy and bringing the joy of learning into each and every home in Maine. As I travel across the state reading to children in schools, meeting committed and caring teachers, parents and administrators, I see how excited they are about books and reading. I want to be sure this excitement continues throughout their lives. This wonderful book provides practical guidance for communities in their efforts to ensure this happens.

Parents are a child's first and most important teacher. When parents support their children's learning and have high expectations for their work, children are much more likely to succeed. Children who grow up in "literacy rich" households--those where adults are reading books, magazines and newspapers--have a head start in school.

Working with parents, helping *them* set their family's goals, family literacy programs give parents the support needed to achieve them. Family literacy's three-pronged philosophy also provides parenting education, time for children and parents to work and learn together, and time for children to develop their own literacy and learning skills. Parents in family literacy programs learn skills that lead to economic self-sufficiency and become effective advocates for themselves and their families.

This book provides guidance to communities in their efforts to develop comprehensive family literacy programs. I am deeply grateful to the Barbara Bush Foundation for the financial support that enabled Becky to compile this practical, valuable and helpful information. It is my sincere wish that communities across Maine will take advantage of the opportunities the Barbara Bush grants provide to make their communities ones in which children and adults read, learn and grow together.

Family literacy works!

*Mary Hermon*





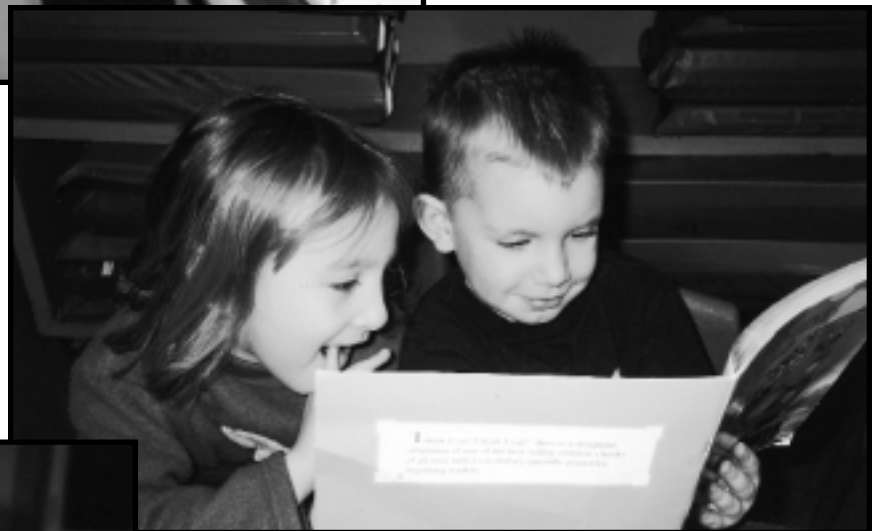
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Auburn	East Sullivan	Old Orchard Beach
Augusta Families First	Fairfield	Oxford Hills
Bangor	Fort Kent	Portland
Bath	Franklin County Adult Basic	Portland West
Belfast	Education	Readfield
Bethel	Freeport	Richmond
Biddeford	Gardiner	Sanford
Buckfield	Hiram	Skowhegan
Bucksport	Kittery	Waldoboro
Caribou	Lewiston	Waterboro
Cumberland County Jail	Livermore Falls	Waterville
Deer Isle	Maine Correctional Center	Windham
East End Children's Center	Milo	

For more information about the Maine Family Literacy Initiative or about family literacy programs in Maine, contact the Maine Department of Education at (207) 624-6755 or write us at The Maine Department of Education, 23 State House Station, Augusta ME 04333



# INTRODUCTION

In 1996, the Barbara Bush Foundation for Family Literacy and the Maine Department of Education began a collaborative project called The Maine Family Literacy Initiative (MEFLI). The underlying philosophy of this partnership is that the parent is the child's first and most important teacher, the home is the child's first school, and reading is the child's first subject. Parents who value and enjoy learning will teach their children to become lifelong learners.

From 1996–2002, 68 MEFLI grants ranging from \$8,000–\$25,000 were awarded to 45 communities in 15 of Maine's 16 counties for the development or expansion of family literacy programs. Through these family literacy programs, hundreds of parents, schools and communities have become partners in the literacy development of their children.

In the spring of 2001, with generous support from the Barbara Bush Foundation for Family Literacy, we began interviewing family literacy programs across the state to identify best practices and develop more specific guidance for potential applicants. This handbook summarizes the valuable insights of these programs as well as the thoughts of members of the Maine Family Literacy Task Force. We found that, while family literacy programs in Maine are as diverse as the organizations that sponsor them, there are some common elements that are critical to the success of all family literacy programs. This document identifies those elements and provides "lessons learned" and guidance to agencies in Maine who are thinking about developing a family literacy program.

While the concept of family literacy has been around since the early 1980s, it wasn't until later in that decade that the first federal definition was developed for the Even Start program. By 1998 family literacy appeared in several additional pieces of legislation including the Reading Excellence Act, the Elementary and Secondary Schools Act (ESEA), the Head Start Act, and the Workforce Investment Act.

Family literacy services are defined in these federal laws as "services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable



changes in a family and that integrate all of the following activities:

Interactive literacy activities between parents and their children.

- A. Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.
- B. Parent literacy training that leads to economic self-sufficiency.
- C. An age appropriate education to prepare children for success in school and life experiences.”

Does this approach really work? We believe it does. The proof for one community is in the following excerpt from its family literacy program’s “Benchmarks of Success”:

The MSAD #27 Center and Home-based Instructional Program for Parents and Youth (CHIPPY) Program, located in Fort Kent, Maine, is a center-based family literacy program which provides integrated lessons in adult literacy, early childhood, parenting as well as intergenerational activities to low income families. From 1996–2001, this program worked with 77 families, including 143 children. Of those families:

- 1. 50% of the adults who enrolled in the program without either a high school diploma or a GED earned one of those credentials
- 2. 19 current and former adult learners are enrolled in degree programs at the University of Maine at Fort Kent.
- 3. 24 adult learners have enrolled in adult vocational business certificate, C.N.A. or P.C.A. programs through MSAD #27 Adult and Community Education, and
- 4. Of the 25 adult learners served by the program in 2000–2001, 40% have acquired at least part-time employment. In 1999–2000, 33% of the adult learners acquired at least part-time employment.

In addition, an examination of school grade reports of 60 current and former child learners conducted at the end of the first grading quarter during 2000–2001 revealed significant evidence of school readiness as a result of program participation:

5. Of those in Kindergarten, 100% demonstrated good language comprehension and expanding vocabulary; demonstrated appropriate use of crayons and scissors; showed good large muscle coordination; used material and time wisely; participated actively in group activities; and demonstrated self-confidence.
6. Of those in grades 1 and 2, nearly 70% required neither Special Education nor Title I services and over 70% read well orally; read with understanding; sounded out words independently; constructed sentences; and expressed themselves well orally.
7. Over 80% of 3rd and 4th graders were reading grade level materials, while earning marks of B or better. Seventy-five percent (75%) earned grades of B or better in math and 100% of them were cooperative and worked well in groups.
8. Nearly 70% of the 5th and 6th graders were reading at grade level and 85% were earning grades of C or better. Of those receiving Special Education services, 50% were mainstreamed into regular education classrooms with modifications. Also these 13 5th and 6th graders accounted for a total of only eight absences from school in a forty-four day ranking quarter.

Fort Kent's experience demonstrates that parents who participate in family literacy programs move toward economic self-sufficiency, gain self-esteem, model positive attitudes toward learning for their children and are more actively involved in their child's education. Children who participate are read to regularly, are better prepared to enter school, have fewer absences, receive fewer additional services, and are more cooperative.

## WHAT'S THE RELATIONSHIP BETWEEN FAMILY LITERACY AND FAMILY READING?

Family literacy has become a catchall phrase for a variety of activities including story hours and book distribution projects. These programs can also be called "family reading" programs. Family reading is supported in many ways throughout our communities. No two programs are identical. For example, in some communities, libraries

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Family literacy means not only that families have the abilities to read to their children, but when they read they can make the stories come alive. They can use sound effects. They can ask the children questions as they read. That they have the understanding children love to hear the same stories over and over. Family literacy means that it's more than just one book a night. Often times in the practice I hear yes, I read to my children. I read them a story every night, but that is not the full extent of family literacy. I also think parents need to model reading . . . that they themselves need to be reading so children see that there's a love of reading in the family. Family literacy is the whole scope of the language and the use of languages.

—Gladys Richardson  
Communities for Children, Winthrop

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offer family story hours, while in others, newborn babies and their families receive book bags from hospitals; non-profit organizations promote family reading through book discussion groups; and elementary schools support family reading through parent night activities. These programs are all open to the public. Whether a community has a family literacy program or not, these family reading activities are very important and much needed opportunities for families to read together.

In this book, the term “family literacy” refers to programs where agencies and organizations partner together to provide coordinated services to both parents and their children through the following four components:

- Adult literacy,
- Early childhood literacy,
- Parent education, and
- Intergenerational literacy activities.

Family literacy services are offered to low-income families where one parent or primary caregiver and at least one child between the ages of birth and 8 would benefit from literacy instruction. Family reading is often a piece of a comprehensive family literacy program. In fact, many MEFLI programs found that cooperating with a family reading program in their community was a big advantage.

# STARTING A FAMILY LITERACY PROGRAM

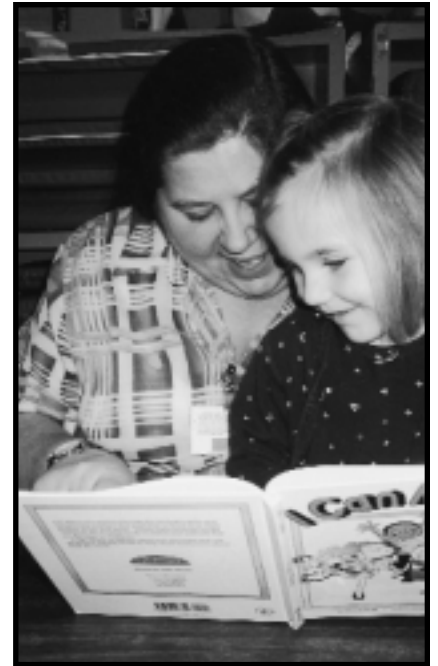
*"The secret of getting started is breaking your complex, overwhelming tasks into small manageable tasks, and starting on the first one."*

—Mark Twain

## IS THERE A NEED FOR FAMILY LITERACY SERVICES IN MY COMMUNITY?

Assume nothing. It would be a shame to develop a program where one already exists or for a population that can't access services. Before you begin contacting potential partners, do your homework! Here are some helpful statistics to look for in your community.

- What does the census tell you about the number of adults in your community without a high school diploma?
- How many school-aged children receive free or reduced lunch?
- What is the unemployment rate in your area?
- What is the average household income?
- Can the local welfare or general assistance offices tell you how many families in your community are requesting assistance?
- How many children receive special education or Title I services in the local elementary schools?
- How many children have Limited English Proficiency (L.E.P.)?
- What percentage of children entering your district's kindergarten program require additional services because of developmental delays?
- Is there a Head Start program nearby? What statistics can they provide about the number of children they are serving? Do they have waiting lists?
- How many children in your community receive one or more services from Child Development Services?
- What statistics can you find on domestic violence and child abuse and neglect in your area?
- What related services are available in your community? Are there gaps?



- And finally, are family literacy programs already in existence in your community? What population do they serve?

This list of questions is not intended to be comprehensive, but instead to provide you with some talking points for your discussions with possible partners and potential funders. Further analysis of your data can be done at a later date with your collaborators as you identify your target audience, establish your outcomes and design your program.

### **WHAT ARE THE FOUR COMPONENTS AND HOW DO I FIND PARTNERS?**

You've read the federal definition of family literacy and you've done enough initial research to know there is a need in your community. Now it is time to look more closely at the four activities listed in the definition that are at the core of a quality family literacy program: adult literacy, early childhood literacy, parenting education, and intergenerational literacy. These are called the "four components" of family literacy. There are many potential partners out there whose strengths in these four components can benefit your program. Let's take a look at the goal of each component and some ways to identify the best partners.

The goal of the adult literacy component is to improve the self sufficiency of families by helping adult family members meet their personal goals, increase their literacy and employability skills, and develop the necessary skills to teach, support and advocate for their children. Who can help you do this?

Several agencies and organizations in Maine, including local public school adult education programs, local literacy volunteer affiliates, and non-profit agencies, provide adult literacy services. The primary function of adult literacy programs is to enable adults to acquire the basic literacy skills they need to function in their roles as worker, family member, and citizen.

If your organization does not provide adult literacy programming, identify a provider of those services in your local area. You can find a directory of public school adult literacy providers in Maine at <http://www.umaine.edu/call/localdirectory/PROGRAMS.HTML> Not all adult literacy providers are created equal, so you'll want to ask



some questions about the program to determine the quality of services provided. Here are a few to get you started.

- What is the program's philosophy on adult learning? If the program staff doesn't say that it is a learner-centered program, stop and look elsewhere! Adult literacy programs function best when designed to meet the needs and goals of individual learners.
- Whom do they serve? If the program does not currently serve adults who need English for Speakers of Other Languages (ESOL), for example, and this is the population you think you might want to target, you should ask whether they are qualified and prepared to offer ESOL services.
- How is instruction designed? If the program bases its entire program around textbooks and workbooks without input from the learner, find the door quickly! Adult literacy programs should also use real life, adult materials like newspapers, magazines, computers, and workplace forms as well as other resources that are applicable and relevant to individual learner goals.
- How long do learners generally stay in their program? It is estimated that it takes at least 100 hours of instruction for an adult to make measurable progress in literacy.
- How does the program assess progress? Are there specific tools used to pre and post- test?
- Ask to see the classrooms, if applicable. Make sure the environment is appropriate for adults and not filled with small child size chairs and desks. Is this a place the families you are targeting would be comfortable?
- Can they identify parents within their existing program who might qualify for and benefit from family literacy services?
- Does the program have the knowledge, skills, and capacity to play a role in delivering the adult literacy component of your family literacy program? Do they have a proven track record of success?
- Do they want to become a partner in family literacy? Now is the time to talk to them about collaborating on a program.

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In the parent group, the curriculum we utilized . . . The first year we used Active Parenting, the second year we used the curriculum that Cooperative Extension has called I am Positive: Growing Up With Self Esteem. We've done the Meyer's-Briggs and how that relates to them in their life and as parents. That has been really fun and driven by the desires of the parents.

—Kathy Goldberg  
Maine School Administrative  
District #44, Bethel

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The second component is the early childhood component. The goal of this component is to provide learning experiences that support the development of pre-literacy and pre-reading skills of young children and augment the educational experiences of school age children.

If your agency does not currently provide early childhood education, you should begin looking for potential partners within your community. Keep in mind that family literacy programs should target families in which young children, birth to age eight, are living in circumstances that place them at a greater risk of failure in school, including poverty, neglect, and low level of parental education. Looking for an early childhood program that also targets this population will make your search easier.

Some of the most common providers of early literacy services and partners in family literacy in Maine are Head Start, locally run pre-schools, and elementary school special education and Title I programs. To ensure quality, here are a few questions you might want to ask a potential partner.

- How and where are services delivered? Are they individualized or small group? What is the average group size? A well supplied, well designed pre-school will be divided into a variety of interest areas such as arts and crafts, music, pretend play, writing and reading.
- Is there a regular daily routine for children?
- Is there strong parent-teacher communication?
- Does the curriculum provide a variety of activities to encourage creativity and positive social interactions, as well as opportunities for language development and reading and writing?
- Does the program employ certified teachers? If not, what training have they received?
- Is time allowed for teachers to meet regularly in order to operate as a team?
- Does the program serve the target population?
- Is there designated time for staff development so the teachers can keep abreast of current methods and information?
- What does the early childhood program know about family literacy?
- Can the staff identify children and their parents who would qualify for and benefit from family literacy services?

- Does the program have the knowledge, skills, and capacity to play a role in delivering the early childhood component of your family literacy program? Do they have a proven track record of success?
- Again, are they interested in becoming a partner? Now is the time to talk to them about collaborating on a program.

The third component, the parent education component, provides parents with information and support as they strive to be their child's first teacher, an advocate for their child, and a partner in their child's education. For many parents the demands of young children are overwhelming. Parent education provides parents with the opportunity to reflect on their parenting styles, share experiences with each other, learn how to interact with their children in positive ways through play, and improve their time management skills to allow for time with their child(ren) on a regular basis. It can also provide an opportunity to discuss nutrition, substance abuse, domestic violence and other issues as they arise.

If your agency or a previously identified partner does not currently provide parenting education, you should begin looking for potential partners within your community. Finding a provider for this component may not be as easy as finding the adult literacy and early childhood providers. Contact the Department of Human Services or the Cooperative Extension office in your county to see if they have recommendations. Call the Maine Parent Federation to see if they have a Parents as Teachers (PAT) program in your area. Look for parenting experts who will offer parents support and direction while respecting individual cultures and experiences.

If you are unable to find a provider in your area, you may need to provide this component yourself. There are many quality pre-packaged programs available. Here are a few things to think about as you review your options:

- How will the parent education program be integrated with the adult literacy and early childhood literacy components?
- Discussing parenting techniques can be threatening for some parents, especially those who have a previous history of abuse and neglect. How will these fears be addressed?

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**GLIMPSE:** The coordinator of the family literacy program through Oxford Hills Adult Education, frustrated by an inability to get parents to participate in parent support groups, decided to try holding a “Breakfast Club” at a local McDonalds. One staff person met with the parents to facilitate discussion on parenting issues while another spent time with the children on the McDonalds playground. The initial meeting was such a success that they had to tell the parents it was time to leave! These parents and others now meet on a regular basis, help each other with parenting issues, and design family activities to do with their children. The key to success here was the willingness of staff to meet families in a non-threatening location, one that was familiar and comfortable to the families they were trying to serve.

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Helps out with Nathaniel sharing and playing with his sister, Rebecca. The program comes to my home. The teachers do things with the kids and help me learn things I can do with them.

—April Soucy

Franklin County Adult Basic Education

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- How will you identify staff who can design creative literacy activities to help parents express concerns about parenting, solve problems, and develop interpersonal skills and who can facilitate group support meetings?
- How will you involve parents in deciding which parenting topics to address?
- How will you help parents develop parenting goals?
- What resources do you have to support a wide range of goals?

The final component, the intergenerational component, is the heart of a successful family literacy program. The goal of this component is to develop a positive, literacy-rich environment in the home by supporting parents as they interact with their children in positive and constructive ways. You may hear this component also referred to as PACT (Parent and Child Together) time. During PACT time, children choose what they want to do, and parents learn to support their child’s play. PACT time should be followed by a time for parents to debrief with staff and to talk about how they can transfer their child’s learning to the home environment. Outside of this organized time, parents should also be encouraged to set aside special time each day to read to their child and to spend quality time listening to and interacting with their children.

Some programs also elect to provide monthly, seasonal, or theme based PACT time activities for all families in the program. The activities are often designed and planned by parents and can range from field trips to guest readers to family night dinners and community events for families. These programs also incorporate a session with parents to talk about what they learned and how they can transfer the learning to their home environment.

Most family literacy programs incorporate PACT time activities that are based on the family goal plan into their regular routine with the family. PACT time can be as simple as reading a book together and cooperatively drawing a picture about the story, or sitting together on the floor and playing with dinosaurs if that is what the child wants to do. Each of these experiences provides an opportunity for the parent and child to spend some fun time together and helps the parent identify other ways to interact with their child. For example, playing with dinosaurs can lead to a discussion about what dinosaurs ate and how they

lived, which might then lead to a visit to the library to find a book about dinosaurs to read together.

This component does not require additional staffing. It may be that two or more partners share responsibility or provide staff to facilitate and implement PACT time. For example, Title I aides might work with Head Start staff to facilitate the PACT activities. PACT is a good time for all staff members to model appropriate behavior for the parents. Successful programs have recommended that all staff participate in PACT time in order to make reluctant parents feel more comfortable interacting with their children. Staff can also use this time to identify issues that parents might want to pursue in the adult education or parenting component of the program. PACT time may require some financial support to pay for meals, snacks, and educational materials, and childcare for younger children while the parent plays with an older sibling. (Hint: Some programs have found that local Rotary, Elks, or Lions Clubs have been willing to provide financial support for some of these activities.)

Now that you understand the four components and have identified your partner agencies, what's next?

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When we learned about what family literacy was and the four components, I saw a real blend with what we were trying to do. It is the parenting education. It is the parent child activities that they do together. That was something we were definitely fostering here, but family literacy also adds on the component of furthering the education of the parent. Not only to help their child, but also to increase their economic security, which I think is one of the linch pins of trying to help people improve their lives.

We started meeting with the adult education consortium part way through our process and what we learned from them is that they were very interested in partnering. In some ways I see family literacy as the core goal maybe. There were many foundations we should be building on. I think it encompasses quite a lot I am not sure what is the exact word, but I think it's the future of where we are going to be going because it is so broad and addresses people's needs.

—Nancy DeSisto  
Children's Health Collaborative,  
Families First, Augusta

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## PARTNERSHIP: COLLABORATION, COOPERATION, OR COORDINATION?

Federally funded Even Start Family Literacy programs are required to operate as a partnership between a local education agency and a non-profit community based organization. Collaborations in Maine Family Literacy Initiative programs are not limited to this configuration. Some successful MEFLI partnerships have included Head Start, Cooperative Extension, Child Development Services, area Community Action Programs (CAP), and local libraries. Some Maine Family Literacy Initiative programs operate within the local educational agency as a partnership between the local elementary school and public school adult education program. While this particular partnership limits the resources that are available to provide family literacy services to those already within the school system, it can serve as the foundation for building external collaborations.

Successful family literacy programs require more than just cooperation and coordination of services if they are to operate successfully. In order to achieve results that none of the individual agencies could achieve alone demands collaboration. What is the difference? Cooperation is an informal agreement between two programs to work together. Coordination is a little more formal. There are usually written agreements to share resources and provide services. Collaboration happens when there are shared goals, outcomes, resources and program responsibility. For a collaboration to be successful and sustained there must be some benefit to each collaborator and well-defined roles for all members must be established. Collaboration is a two way street.

It will benefit your program to take some time at your initial meetings to talk about why each member wants to be involved in the project. You can probably anticipate that the first question each member will ask is, "What's in it for me and my program?" For example, one private non-profit organization involved in a Maine Family Literacy Initiative project collaborated because they believed that family literacy supported their organization's mission. Is this true of your organization and of your partners? It will help

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When we began we had contacts with Head Start and I had a connection with Dike-Newell Elementary School. We knew we had to be classroom based so we had to get a classroom to accept that. So the first grade teachers at Dike-Newell . . . there were four teachers and there were four classrooms . . . so there were four teachers and the principal and we had to get the superintendent of schools. We needed a library connection so we had to get the Patten Free Library and the Literacy Volunteers.

—Cathy Cyrus  
Read With Me, Literacy Volunteer of  
America, Bath

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I was one of the folks who sat down with Children's Health Collaborative, Families First, Department of Human Services and the Southern Kennebec Family Literacy Task Force. There are 13–14 different agencies who come together and out of that, obviously we are talking about family literacy at the different times we met, but then parenting and parenting education and then the success of the Nurturing Program. It seemed like there was a possible way to look at the strength of an already existing collaboration and add on and strengthen it with family literacy.

—Susan Emerling  
Augusta/Winthrop

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**GLIMPSE:** In Fairfield, the MEFLI program found it important to develop relationships with people in both administrative and direct service positions in forming a successful collaboration.

They found that support for the project from the administrators of partner agencies was critical to getting the project off the ground, but forming working relationships with direct service providers through regular staff meetings was crucial to actually getting the work done.

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to know what each collaborator hopes to get out of the project, what resources they can bring to the table, and what they see as their role in the project. Having these discussions now will help avoid conflict later on and can lead to the identification of your project goals (your vision) and objectives (measurable changes in the target population). These are critical to the development of the project design. Many programs make the mistake of identifying input rather than outcomes as they develop their plans. Make sure you define your collaboration by discussing the outcomes for families rather than the input or effort of the collaborators.

Forming a collaborative is often the easy task. Maintaining a healthy collaborative takes time and good management skills. Relationship building is critical in forming and maintaining a strong and healthy collaborative. Successful partnerships hire project coordinators to develop management plans in which everyone plays a role, to remind members regularly of what they are trying to accomplish, and to acknowledge member efforts often and loudly. The coordinator also has to work to maintain a high level of mutual respect among members, be capable of managing conflict, provide mechanisms for frequent communication around program services and be available to bring new members up to speed as they come on board. It is important to keep the family literacy program on the radar screen of all advisory board members, so that it is not forgotten among other priorities.

It is important that at least a part-time coordinator is hired to help form and manage the family literacy collaborative project. Many Maine Family Literacy Initiative programs have not put their resources into hiring even a part-time program coordinator and, as a result, have not always benefited from true collaboration. Those that do collaborate have had a much higher incidence of program success and continuation. However, any positive and well planned efforts in the name of family literacy can contribute to new working relationships ranging from mutual advertising and staff development to cooperative grant writing and better connections between parents and schools.



You will hear the term “integration” used later in this handbook when integration of components is discussed. It is important that integration also be viewed in relationship to the collaborative you form. Many community agencies offer one component of family literacy, but successful collaboratives integrate the services of a number of agencies to really impact the families. Agencies that join together to provide services to families have a greater influence than those that try to go it alone. Examples of letters of agreement used by other family literacy collaboratives can be found in Appendix A.

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**GLIMPSE:** The family literacy staff in Washburn helped the elementary staff with kindergarten screening and k–3 testing and were involved in the fall open house, as part of establishing working relationships with the elementary schools. As a result, elementary school staff referred many families to the program.

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## QUALITY INDICATORS

Maine’s Family Literacy Quality Indicators were submitted to the U.S. Department of Education in June of 2001. They stand as definitions and goals to be used in assessing programs and their results.

### Quality Indicator 1: Partnership and Collaboration

Even Start Family literacy programs operate as a partnership between a local education agency and a nonprofit community-based organization. The partnership utilizes a collaborative approach to identify community linkages and to establish collaborations with community service providers and families in order to identify and meet family goals and needs.

### Quality Indicator 2: Program Instructional Contexts

A quality family literacy program utilizes varied instructional contexts that are based on sound theory and methodology and address a diversity of learning styles, social and economic contexts, intelligences, educational levels, and developmental states for all family members.

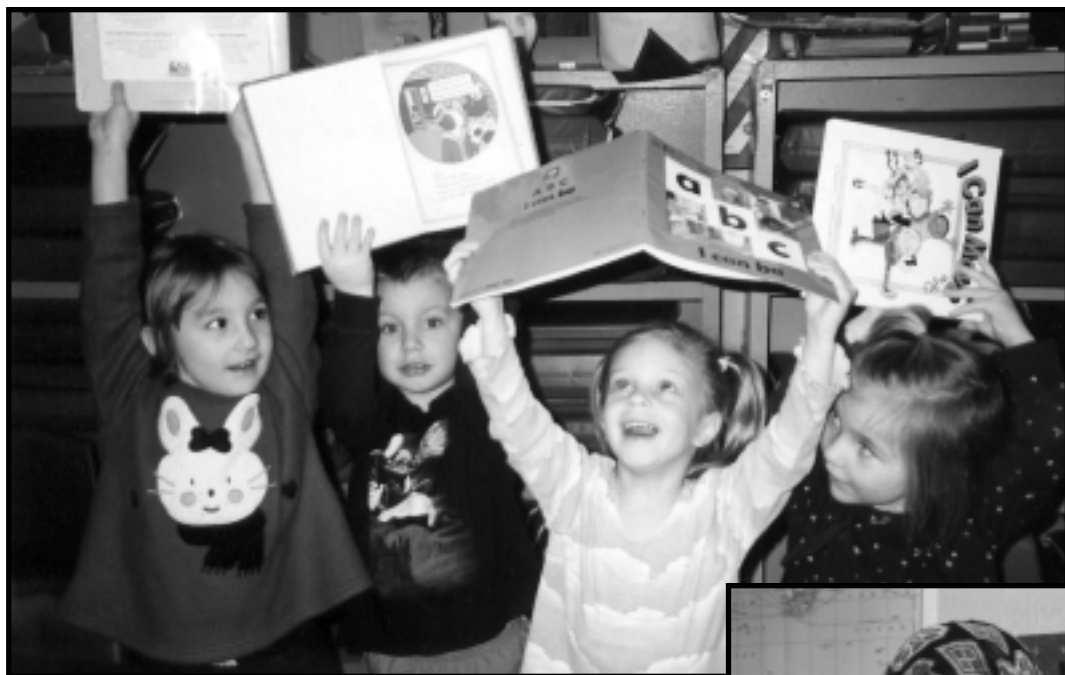
### Quality Indicator 3: High Quality, Intensive, Instructional Programs

A quality family literacy program provides families with accessible learning opportunities based on family strengths, needs and barriers that empower all family members to achieve their goals.

### Quality Indicator 4: Continuous Program Improvement

A quality family literacy program engages in a regular, continuous improvement process.

From Maine’s Family Literacy Quality Indicators submitted to US Department of Education June 2001



## PROGRAM DESIGN

Family literacy programs come in many shapes and sizes designed to meet the needs of the local community. This is where all of that data you collected earlier during the needs assessment phase will come in handy. Analyze the information you already have and review the goals and objectives you have already developed before you try to answer these key questions:

- What strategies will you use to meet your objectives?
- How will you measure your program's success?

Remember as you answer these questions that the focus of the program is on the family and helping the family meet its goals. In determining your strategies you will want to address the following program elements: location, recruitment, retention, instructional strategies, assessment, component integration, staffing, and professional development.

### Location

Where you decide to offer services will depend in large part on the families you recruit and where they live. There are advantages and disadvantages to both home-based and center-based models.

Some advantages of the home-based model reported by programs include: individualized instruction, improved attendance rates, fewer transportation and childcare issues, and more opportunity to build on the resources that are already available in the home for instructional purposes. Some of the disadvantages identified are: fewer hours of contact per family and too much time between visits, more distractions (i.e. unexpected visitors, phones ringing, children crying), sometimes remote and unsafe locations, and less opportunity for support from other parents.

A center-based model allows for a safe and structured environment with fewer distractions and increased frequency and duration of instructional time. It also provides more opportunity for peer support and encourages community participation. However, it can be more difficult for parents without reliable transportation and childcare to attend on a regular basis and challenging for adults with socialization issues.

### DEFINITION

Home-based program staff visits the family in their home on a mutually determined schedule. A center-based program provides services in a centrally located facility or several facilities, if your program covers a broad geographic area.

You and your partners can decide what is the best model for your community based on the need and services available for your family literacy project. While it is a demanding solution, the optimal program successfully blends the two approaches.

**DEFINITION**

Recruitment is a series of strategies designed to enroll families most in need of family literacy services, especially low income, disadvantaged families with low literacy skills or Limited English Proficiency (LEP).

**Recruitment**

You know you have to recruit families into your program, but what kind of recruitment strategies work best? Before you can recruit, you have to know whom you are planning to serve. Are you targeting a special population like single or teen moms or English as a Second Language families? If your recruitment efforts are wildly successful, how will you decide who gets priority? It will help to develop criteria for program participation. This strategy will also help you target your recruitment efforts more effectively. You will find samples of “most in need” criteria from other programs in Maine in Appendix B to use as a reference, but your criteria should be customized to reflect the needs of your community. Once you’ve done this, you can begin thinking about how you can recruit your families.

According to the Maine Family Literacy Initiative programs we interviewed, you need to be able to identify an eligible pool of participants that is two to three times the size of the group you can serve. Maine Family Literacy Initiative programs also tell us that multiple strategies are required to recruit families. A good recruitment plan will identify ways to market the program to the general public, opportunities for direct contact with potential participants throughout the year, and mechanisms for educating preschool and elementary school staff, adult education staff; case managers, counselors and others who might have direct contact with clients so they can make appropriate referrals. Communication with those who are making referrals is critical to this form of recruitment. If they feel that they are wasting their time, the referrals will stop coming. Let them know you received the referral and what happens as a result. If the family they refer does not meet your program criteria, seize the opportunity to educate them! Help them identify other resources for the family. If your program is at capacity, let them know that you have a waiting list. Some programs encourage families on the waiting list to participate in only one component while on the waiting list to keep them interested until all four components become available. For example, a parent who is

The first year in the first grade we agreed that we would sit with the teachers at their initial parent-teacher-child conferences in early fall and they would invite parents to talk with us about the program at that moment in time. So I would try to help families decide to come and if they agreed to, I called them every week for the rest of the year to get them to come. The first year we had 8–10 families, which we thought was good; two families in each classroom and a few on the edges. Then in Head Start that first year, we went to the initial parent orientation session, where parents are glazed over with information, but as soon as parents would sign then I could independently contact them. So I just persisted with that all year.

—Cathy Cyrus

Read With Me, Literacy Volunteers of  
America, Bath

really interested in improving his/her own parenting skills might benefit from being part of the parent support group until a slot in the program opens up.

Many programs said that personal contact by program staff was critical to successful recruitment. The importance of this personal contact cannot be stressed enough. Family literacy is not a program where families will arrive at your door just because you have developed a wonderful program. Recruitment requires staff to reach out in areas where potential families can be found. Maine Family Literacy Initiative staff could be found at kindergarten screenings, parent teacher conferences, public housing projects, and Head Start programs talking about family literacy services. They could also be found at food pantries, laundramats and library story hours. Feedback from family literacy participants we interviewed told us that this personal contact often had to happen more than just once before they decided to participate.

Educators are often not comfortable marketing their programs. Get over it! Maine Family Literacy Initiative programs told us that marketing their programs in a variety of ways was critical to their success. Many Maine Family Literacy Initiative programs struggled in the first six months because they didn't have a well-defined recruitment/marketing plan. Fledgling programs that relied primarily on word of mouth often floundered. Once a program began and was successful with families, word of mouth did get around in the community and helped with the recruitment effort, but initial recruitment required other strategies as well. One thing that was clear from all programs was that recruitment takes time and never ends. It is important to make recruitment a program priority.

While Even Start programs are required to serve families who are most in need of services, the requirements for Maine Family Literacy Initiative programs are not quite as rigid. Programs are still required to serve families where at least one parent is in need of adult literacy instruction and one child needs assistance in the development of pre-literacy or literacy skills, but these programs tend to use a first come, first served method of prioritizing families.

Another item to consider when families are recruited is the collection of initial contact or "intake" information. Appendix D provides some samples of forms used by other family literacy programs to collect intake data and a copy

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Grandmothers that visited the homes to deliver the books have worked best. Older people in the community that know the families . . . they are enthusiastic, sympathetic and encouraging to the mothers.

—Advocate for the Healthy  
Island Project's book  
distribution program  
Deer Isle

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of the final report form used so you will know what data to collect. Appendix D also includes sample “release of information” forms so that family information can be shared between partner agencies without jeopardizing family confidentiality.

**DEFINITION**

A variety of strategies and support services designed to keep families participating in their program of study long enough to achieve learning gains and family goals.

**Retention**

Most of the families served in a family literacy program will have multiple barriers to participation. You should have a plan in place to respond to those barriers. Low income, high-risk families in urban areas tend to be transient, sometimes moving as many as two to three times a year. Rural families are more likely to have unreliable transportation or childcare. Many of the parents will have negative feelings toward school and low self-esteem. Others will have concerns about housing, heat and food. Time is a major factor for most families to juggle everything that is going on in their lives. A family literacy plan must take this into consideration as well.

Programs have traditionally addressed the transportation problem through car-pools, volunteer organizations, bus vouchers, and/or Community Action Program (CAP) vans. Allowing staff to provide transportation in their own vehicles is not recommended unless your school district or program covers the liability. The MSAD #44 family literacy program in Bethel had an agreement with a local taxi service to provide transportation at a discount rate during off-peak hours. Volunteers and paid staff provide childcare on-site in some programs, and in others arrangements for discounted slots are made with non-profit day care providers such as YMCAs.

Parents we interviewed told us that they participated because they trusted the program staff, they liked being asked for input on the kind of things they could do, and they enjoyed the opportunity the program provided them to spend time with their children on family activities. Some programs reported that offering a meal or snacks to families was an effective way to encourage regular attendance. It is highly recommended that the partnership make services like transportation, meals, and childcare available to families on an as needed basis to help facilitate participation in program activities.

One of the most effective methods of overcoming multiple barriers to participation is using a case management approach. Case management is an integrated approach to

providing services to “most in need” families. Providers from all agencies or programs serving a particular family work together to provide services toward common goals. Communication helps avoid duplication of services and keeps the family’s goals in focus. Ideally, all providers meet regularly to discuss (with signed releases of information) the family’s goals, progress toward those goals, and what each provider is offering to help the family meet those goals. This approach may not be possible or necessary for all families, but it works well for families receiving services from a variety of sources.

Some programs have elected to use family contracts that outline the responsibilities of the family and staff within the program to ensure participation in the four components. You will find some examples of these in Appendix E.





# INSTRUCTIONAL STRATEGIES

## Adults

There are many reasons why an adult may not have learned to read fluently. It is often unfairly assumed that adults who struggle with reading should have been in special education as a child. It is more often the case that these learners were required to leave school at an early age to help support their family or had childhood illnesses that prevented them from attending school regularly. Some were part of a family that moved frequently to find work, others have undiagnosed learning disabilities, and some had horrible experiences in school at an early age that prevented them from learning. Successful adult literacy programs understand that there are many reasons why an adult may not have learned to read and make the accommodations necessary to overcome these childhood experiences.

Teaching an adult to read requires a balanced approach that includes the five areas outlined in the National Reading Panel Report: phonemic awareness, phonics, fluency, vocabulary, and text comprehension, within an adult context. Using an approach that focuses on only one of the five core areas of reading instruction is not effective. This “one size fits all” approach to teaching reading generally works only for a while. Many teachers report significant progress initially using one single approach, but find that learner gains slow dramatically until instruction is incorporated in other areas. Good adult reading teachers recognize that each of their adult learners has failed to master one of the core areas of reading and that the area and skill level is different for each learner. They tell us that it is important to first determine the adult learner’s reading interests and then to use the materials that the adult is interested in to assess and build a balanced program of instruction that incorporates the five cores areas. Using a variety of strategies-such as the language experience approach, cooperative learning, project-based learning, individualized tutoring, and computer-based instruction-and providing the materials needed to address these strategies is critical to keeping the adult learner engaged.

### DEFINITION

A variety of instructional strategies to teach parents and their children to read or improve their reading skills. These strategies should be based on sound practice and research for all family members.

Family literacy programs work with adults to develop personal goal plans and adjust their instructional strategies to meet the learner's goals. Adult learners will have both long and short-term goals which staff can help them articulate and develop into a written goal plan. Examples of goal plans and family action plans are found in Appendix E. It is important that the short-term goals be realistic, assessable, and revisited periodically. It is equally important that instruction in reading, math and writing be synchronized with the individual learner's goals and skill level. In a quality family literacy program, instruction also makes real-life connections to the early childhood and parenting components of the program.

One crucial resource for all adult literacy providers in Maine is the National Institute for Literacy's adult literacy standards framework, *Equipped for the Future* (EFF). EFF provides a clear set of standards for what adults need to know and be able to do in their roles as workers, citizens, and family members. It also provides a framework for teachers to use in developing curriculum and instruction to meet learner goals. For more information on EFF, contact the National Institute for Literacy, 1775 I Street NW, Suite 730, Washington DC 20006-2401 or visit their web site at [www.nifl.gov/lincs](http://www.nifl.gov/lincs) or contact the Center for Adult Learning and Literacy (CALL), University of Maine, 5766 Shibles Hall, Orono, Maine or call them at (207) 581-2413.

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Families didn't know how to work together as a group. The development of a parent action group helped parents understand that they had the authority to make decisions, build consensus and support consensus even though they did not agree with it. EFF standards helped a lot with this.

—Perer Caron  
CHIPPY Program, Fort Kent

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### **Children**

In a quality family literacy program, instruction for children involves child-initiated opportunities for learning and activities that allow them to interact and develop appropriate social skills. Books, games and other reading material are readily available. Good instruction builds on the child's development, knowledge and interests and makes time for reading and language-based activities on a regular basis. Parents are involved in planning their child's activities and reporting on their child's progress as part of the parenting component of the program. Parents can learn forms of play such as labeling and rhyming games that reinforce pre-reading and early literacy skills. Family literacy staff can model these forms of play in their interactions with the family.

Reading instruction for older children includes strategies designed to address the five areas of reading instruction outlined in the National Reading Panel Report:

phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Put Reading First, a new publication developed by the Center for the Improvement of Early Reading Achievement and funded by the National Institute for Literacy defines each of these skills and describes proven strategies for classroom instruction. Copies can be downloaded from the National Institute for Literacy's web site at [www.nifl.gov](http://www.nifl.gov) or ordered through [EDPubOrders@aspensys.com](mailto:EDPubOrders@aspensys.com)

More information on many of the tools listed in this section can be found in the Resources section of this handbook.

## ASSESSMENT

At present, adult literacy programs in Maine generally use the Test of Adult Basic Education (TABE) or the Reading Evaluation Adult Diagnosis (READ) for pre and post reading assessment. The TABE test can also be used for pre and post math assessment if desired. The Basic English Skills Test (BEST) and English as a Second Language Oral Assessment (ESLOA) are the most commonly used assessments for English for Speakers of Other Languages learners. Assessment is also done through individual reading inventories, portfolios and student journals, teacher observation, parent learning profiles, Wilson Assessment and the Parents As Teachers Inventory.

Early childhood assessment can be done through developmental checklists and through teacher observation. Two tools many programs use for pre-school aged children are Marie Clay's Observation Survey and the developmental checklist in the publication *Starting Out Right: A Guide to Promoting Children's Reading Success* by the National Research Council. Information on these resources can be found in the resources section of this book. Samples of other assessment tools used by programs can be found in Appendix F. Programs that collaborated with Head Start or other pre-school programs often use the assessments done in that program to demonstrate progress. If you are serving school aged children, talk with school officials to see what assessments they are already doing with students. It is not the intent of family literacy funders to create additional and unnecessary work for the program. Use what is already available!

PACT and parenting activities and materials are structured around family goal plans and assessment of those

### DEFINITION

Assessment is the on-going process of gathering information to assist learning, measure individual achievement, and provide feedback. Initial assessment can be done as part of the development of the family goal plan. On-going assessment can be done through standardized tests, portfolios, or other approved measures.

activities can be done through portfolios, reflective journals, surveys and checklists.

Keep in mind that assessment can play several roles in your program. Pre and post assessment data can be used for reporting purposes to demonstrate that your program has been successful in meeting its goals. It can also be used for curriculum and program improvement. Reviewing these types of assessment data can be very revealing and can help you identify areas of strength and areas that need improvement. Other types of less formal assessment such as journals and portfolios, writing samples, and checklists can be part of an on-going assessment dialogue between learners and teachers as they review and update short term goals to document learner progress.

## COMPONENT INTEGRATION

Component integration is often the most misunderstood piece of a family literacy program. Here are some simple questions to ask yourself about your program.

- Are there basic values that are interwoven throughout your program?
- Is there a connection between what is happening from component to component?

Component integration begins with establishing of a basic program philosophy. What are the core values of the program? To assure complete buy-in by your staff, these values should be identified in a participatory way. Does your staff believe in the value of literacy? Does your staff believe in the importance of the parental role as the child's first teacher? Does your staff believe in the basic right of every citizen to be able to read? Can your staff articulate these core values to learners, the community and funders? Are these core values continually reinforced throughout your program and the four components? You're on your way to component integration!

Component integration also takes place as a result of regular staff meetings. Does your adult literacy program teach literacy skills by using real life materials related to what's happening in parenting or child development? Are your intergenerational activities structured around concepts that are being learned in the early childhood component? Are the skills learned transferable to the home? Are parents invited to use what they have learned in parenting

### DEFINITION

Teachers and family literacy staff work together to design curriculum and instructional activities that cut across and connect all four components, adult literacy, early childhood, parenting and intergenerational. This requires that staff have the training and knowledge to develop an integrated curriculum and adequate time and support to meet and plan.

to help design literacy activities for their children? Are skills learned in parenting being reinforced in intergenerational activities?

Program leadership is required to make sure component integration happens. This is another place where the coordinator's role is extremely important. Staff needs to understand the program philosophy and the importance of integration and be supported with plenty of planning time and staff development in the four components.

## STAFFING

The functions that must be provided by the family literacy partnership include: project coordination, adult literacy instruction, early childhood instruction, parent education, and facilitation of intergenerational activities. These functions can be provided through the partnership as in-kind contributions, with additional local funding, or through grant funds. Sample job descriptions can be found in Appendix G.

While there are no certification requirements for the project coordinator, the position is critical to the success of a family literacy program. The coordinator's role is to build partnerships and have enough knowledge of the community to sustain the necessary collaborations for program success. This person should possess a basic knowledge of the community, good interpersonal, leadership, and team building skills. This person should also have a good fundamental understanding of the basic concepts of family literacy.

The adult education, early childhood, and parenting instructors must meet local requirements for certification if paid by federal funds. For example, it is required under Even Start that the adult education teachers maintain state certification in adult literacy and that the early childhood teachers have an early childhood or elementary teaching certificate. The Maine Family Literacy Initiative (MEFLI) prefers that staff meet the requirements listed above, but does not require certification.

Some programs have found it helpful to have the services of a social worker available for consultation with program staff and families. The services of a social worker can play a critical role in the success of the program, especially in making home visits when difficult issues arise. Social workers are trained and needed to address tough issues

like anger management, domestic violence, and substance abuse not routinely handled by instructional staff. Social work support for staff has been provided during one staff meeting a month as an in-kind service from collaborators in some areas. Larger programs have hired full and part time social workers as part of the family literacy staff. Smaller programs might want to make social work experience a qualification for the program coordinator.

### STAFF DEVELOPMENT

Staff development should be planned, systematic, and on going. Initially, programs should allow for adequate time for all staff to become familiar with the operation of family literacy programs, the concept of component integration, and the delivery of instructional services. Additional staff development is generally needed as the program develops.

Each staff person can identify personal goals for staff development that answer the question, “What more do I need to know and be able to do in order to do my job well?” What follows from answering that question is a unique plan that can range from attending a one or two day intensive workshop to taking a graduate level course to visiting other programs to independent research and peer mentoring.

Quality professional development builds upon the existing skills of staff. Programs are encouraged to make use of professional development that is offered by and through collaborators as well as state and locally sponsored staff development. For example, when the Center for Adult Learning and Literacy at the University of Maine brought the Boys Town/Girls Town “Building Skills in High Risk Families” training to Maine, slots were made available to family literacy collaborators. Head Start and The Maine Parent Federation provide a variety of trainings throughout the year that family literacy providers can access. The Cooperative Extension Service and The Maine Centers for Women, Work and Community through the University of Maine System are additional rich resources for staff development.

Family literacy conferences, such as the one sponsored by The National Center for Family Literacy (NCFL) are well worth attending. The NCFL conference provides workshops on a wide variety of family literacy issues and

#### DEFINITION

Quality professional development builds upon the existing skills of staff, recognizes individual learning styles and is relevant to their job.

We cross train a lot. I really like that concept because when I was the early childhood teacher, Leland and I would cross train. So that cross training is very, very important for the adult teacher and the early childhood teacher because we are dealing with families. We are not only dealing with parents and children separately. Leland would come into my room and I would go into his. I got involved in the EFF standards so we were able to switch roles at any time. If he needed to be in my room, he would come. If I needed to be in his room and substitute for him, I would be there.

—Mary Ouellette  
Fort Kent CHIPPY Program

draws on the expertise of family literacy providers from around the country.

Time should also be set aside for staff meetings on a weekly basis to promote coordination of services and planning of an integrated curriculum. Staff development and staff meetings are two items that are often abandoned as funds and time run short. It is critical that the program administrator support these activities if the program is to be effective.

## EVALUATION

Evaluation is another often-neglected piece of the program design. Some family literacy programs prefer to hire a professional evaluator to help with this process. However, whether you hire an evaluator or elect to make evaluation the responsibility of the collaborative, you will need to have an evaluation plan in place at the time of application.

Begin by deciding:

- What are you going to evaluate? What does your collaborative believe are the most important elements of your program?
- What is important to know about those elements? (You may need to prioritize and group items at this stage.)
- Why are these items important to know? Will the information captured reflect what is really happening in your program or will it simply redefine the how and why?
- What evidence or data will you need to collect to acquire that information?
- How will the information be collected? How do you insure input from families in the evaluation process? Are collaborators already collecting some of the information?
- How will it be used? Will the information be used to secure future funding? To market the program? To make program improvements? Who will the audience be?
- Who will analyze, evaluate and summarize the data? What are their qualifications?
- Who is the audience for the evaluation report?

Evaluation can be an exciting and positive experience. It can bring new energy to the collaborative, identify

### DEFINITION

Evaluation measures the effectiveness of the program components and whether learner and family goals are met. The results are used to direct program improvement. An evaluation plan that will determine the effectiveness of the program needs to be in place at the beginning of the project. The plan should include ways to measure outcomes and impacts on participants, success of collaborations, programmatic strengths and weaknesses, and compliance with funding regulations.

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To evaluate the program, we used the rate of participation, increase of recruitment, and standard inventory testing. The inventory we used ranged from basic reading skills to writing skills. All these folks have a portfolio—and we can see their progress or lack thereof.

—Rob Wood  
Portland Adult Education

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unanticipated needs, improve the quality of the work currently being done, and help identify new ways of working together. But, most important of all, it can help assure that the program is providing the services identified in the family goal plan.

### **FUNDING AND PROGRAM CONTINUATION**

It is important to make sure that adequate resources are available to provide the four components of family literacy. Program services and resources can come from a variety of sources such as program partners, businesses, schools, and service organizations. Resources to support a family literacy program can also be found through several federal programs including Title I, Title I Preschool, Even Start, Head Start, and the Adult Education and Family Literacy Act. Keep in mind that some federal programs like Even Start allow in-kind contributions, but not in-direct costs. In-kind contributions are contributions an individual or organization will make for which they will not charge. Indirect costs are real charges such as vacation, retirement, and health benefits, rent, and utilities that are charged off to a program.

One of the biggest challenges for Maine Family Literacy Initiative programs has been maintaining a consistent and stable source of funding. It is important to be thinking about this issue from day one and, in fact, that is why the Barbara Bush Foundation for Family Literacy asks for a description of how applicants plan to continue the program when the grant ends.

The good news is that the majority of our previously funded Maine Family Literacy Initiative programs have continued to provide family literacy services even after their grants ended. These programs have been able to access funding and other supports from a variety of sources, including the Office of Substance Abuse, Head Start, Adult Education, Department of Human Services, the United Way, Community Concepts, Rotary, YMCA, Maine Humanities Council, Maine Women's Fund, local housing authorities, libraries, school departments, and foundations such as the Libra Foundation, the Stephen and Tabitha King Foundation, the Davenport Foundation and the Maine Community Foundation. Contact information for some of these references can be found in the resources section of this document.



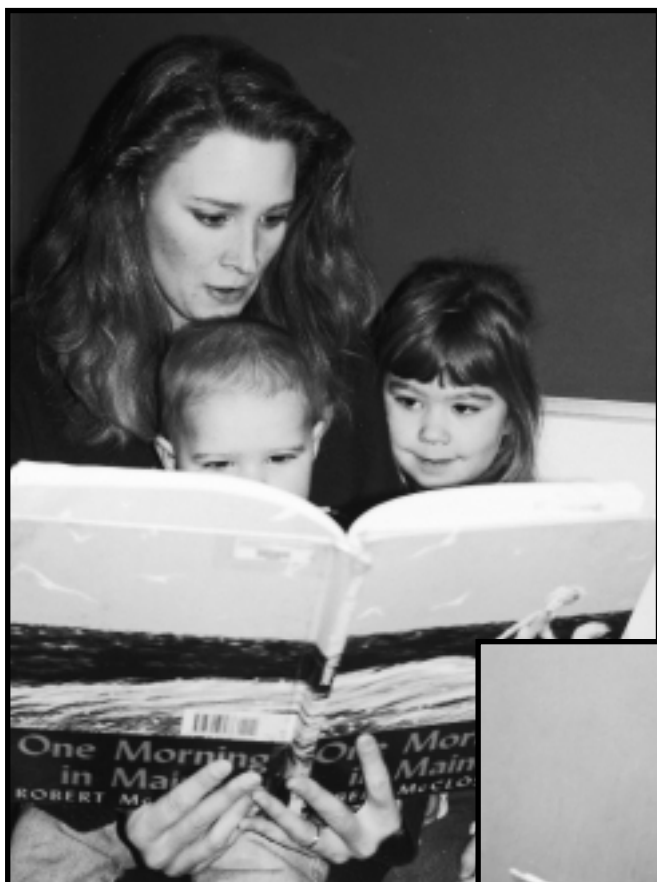
One way to avoid the challenge of searching for new money every year is to design your program around existing services and resources at the very beginning. Is each member of the collaborative already providing services to the target population? Can staff used to provide those currently existing services provide some part of the program while funds from the Barbara Bush Foundation and/or other sources are used as supplementary funds to purchase books, food, computers or pay for field trips, transportation and child care? For example, if Head Start is providing early childhood services and Adult Education is providing adult literacy services, is it possible that they are serving the same families already? Is it possible for the two programs to co-locate to provide a seamless program for families while still providing services to non-eligible adults and children? This model requires some creative thinking and willingness on the part of partner agencies to re-direct funds.

While it may not seem important at the time, continuation is a key issue that needs be discussed by the collaborative as you begin designing your program.

#### GRANT WRITING TIPS

While these grant writing tips are just good common sense, it doesn't hurt to review them one more time.

- Read the directions thoroughly and then read them again and underline important items.
- Develop a timeline for yourself so you won't be tempted to put it off until the last minute.
- Be clear about what you want to accomplish and develop an outline.
- Write strong goals, measurable objectives, achievable strategies, and relevant measures. *[Goals are broad statements that provide the vision for your proposal. Some examples of common key words used in goal statements are: improve, ensure, eliminate, and strengthen. Objectives indicate what you want to achieve. Measurable objectives include timeframe, a target, a context, and an outcome. An example might be: By June 2002, 50% of the adults who have participated in 100 hours of adult literacy instruction will demonstrate a gain of one reading level as measured by the TABE. Strategies indicate how the objectives will be achieved. Some common key words used in strategies are: train, develop, identify, provide, conduct, assist, and review. Measures are the tools you will use to determine whether or not you have met your objectives. Measures must be relevant to the objective and capture the intended information.]*
- Have someone not involved in the grant writing process proofread your work.
- Make sure you have included all of the information requested.
- Take your proposal apart and see if your application answers the following basic questions: Why are you asking for money? Who are you and why should you be funded over someone else? How do you know there is a need in your community? If funded, what do you hope to accomplish? How will you do it? How will you know if you are successful? How much money will you need and how long will the project take?



## CONCLUSION

Family literacy is a rich and rewarding program with many potential benefits. Parents improve their literacy and parenting skills. They also increase their self-sufficiency and develop closer relationships with their children. Children are better prepared to enter school, have fewer absences, and are less likely to need additional services in school. Communities have more active and better-educated citizens. Family literacy helps agencies manage comprehensive services in a coordinated way. It prevents duplication of services and frees up resources for other projects.

It is also a program that requires dedication and hard work and a basic belief in the ability of all people to learn and be successful citizens in their own unique ways. I hope you find the experiences and insights of the participants, teachers, administrators and partners interviewed for this book inspiring and valuable as you design your family literacy program.





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*Start Early, Finish Strong, U.S Department of Education America Reads Challenge*, Nov. 1999,. Order from U.S. Department of Education, Ed PUBS, P.O. Box 1398, Jessup, MD 20794-1398. Full text available at [www.ed.gov/pubs/startearly](http://www.ed.gov/pubs/startearly).

*Family Literacy, An Annotated Bibliography, August 2000*, U.S. Department of Education, Office of Educational Research and Improvement, National Institute on Early Childhood Development and Education. To order, contact address above or call 1-877-433-7827.

For information on the national grant project for the Barbara Bush Foundation on Family Literacy, visit the following web site <http://www.barbarabushfoundation.com/>

For information on the application process for the Stephen and Tabitha King Foundation, visit the following website <http://www.stkfoundation.org/>

To apply for funding through the Libra Foundation, visit <http://www.librafoundation.org/>

For information on the Maine Community Foundation visit <http://www.mainecef.org/>



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## TO THE READER

The following pages contain forms developed and used by MEFLI programs throughout the state. They are included for your use and permission is granted to copy them as they are or to develop your own forms from these examples.





**EVEN START SUCCESS**  
**Massabesic Adult & Community Education**  
**P.O. Box 499, West Road**  
**Waterboro, ME 04087-0499**  
**247-3221, 324-3222 or 499-7576**  
**FAX (207) 247-3477**  
**mace@sad57.k12.me.us**

### **Memorandum of Understanding**

#### **Purpose**

This Memorandum of Understanding (MOU) is entered into between the **Parent Resource Center, Inc.** (partner agency) and Even Start Success, a comprehensive family literacy program of Massabesic Adult & Community Education. The purpose of this MOU is to establish an agreement between the above mentioned entities concerning their respective roles and responsibilities for implementation of the Even Start Success Family Literacy Program.

This agreement is to coordinate resources to prevent duplication and ensure the effective and efficient delivery of family literacy components in the MSAD #57 towns: Alfred, Limerick, Lyman, Newfield, Shapleigh and Waterboro. In addition, this agreement will establish joint processes and procedures that will enable partners to integrate the current service delivery systems resulting in a seamless and comprehensive array of education, human service, job training and other workforce development services to residents of these six towns. The partners to this document shall coordinate and perform the activities and services described herein within the scope of their respective programs.

#### **Period of Performance**

This agreement shall commence on July 1, 2001 and terminate on June 30, 2002, unless otherwise terminated by agreement of both parties.

#### **General Provisions**

It is the intent of the Parent Resource Center, Inc. to participate as a partner in this Even Start Success Program.

In doing so, the Parent Resource Center, Inc. agrees to provide the following for adults:

- \*relaxed learning environment
- \*parent education classes in group setting
- \*information for parents looking for specific family and child services
- \*facilitation of the parents search for appropriate services
- \*assistance in developing healthier, positive parenting skills and knowledge
- \*assistance in stressing positive thinking
- \*assistance in building self image and esteem
- \*facilitation of partnerships between families, schools and communities
- \*coordination of parent to parent connections
- acknowledgment of families as the primary advocates for children
- \*educational services pertinent to child rearing

Even Start Success/Massabesic Adult & Community Education agrees to provide the following for participants:

- \*Adult Basic Education
- \*English As A Second Language
- \*Adult High School Diploma and General Educational Development (GED)
- \*Parenting Education follow-up
- \*Pre-GED and GED testing

- \*Study Skills Training
- \*Occupational Skills Training
- \*Referrals of adults needing Parent Resource Center, Inc. services
- \*Space for Parent Resource Center, Inc. to meet with adults
- \*Collaboration on the parenting plan for mutual clients
- \*Follow-up on the progress of adults served

By signing this agreement, both parties agree that the provisions contained herein are subject to all applicable Federal, State and local laws, regulations and/or guidelines relating to nondiscrimination, equal opportunity, displacement, privacy rights of participants and maintenance of records and other confidential information relating to Even Start Success participants.

By signatures affixed below, the parties specify their agreement:

Barbara Goodwin  
Even Start Success/Massabesic Adult Education Designee

5/24/01  
Date

Judith Huser  
Parent Resource Center, Inc. Designee

5-23-01  
Date



## Western Maine Community Action

P.O. Box 200, East Wilton, Maine 04234  
(207) 645-3764 / 1-800-645-9636 FAX (207) 645-9604

### Even Start Links Letter of Commitment

Page One of Two

This memorandum represents a commitment on the part of Western Maine Community Action, Inc. and MSAD #9 Franklin County Adult Basic Education in regard to the delivery of family-focused literacy services identified by the MSAD #9 Franklin County Adult Basic Education in its proposal for a Even Start grant. WESTERN MAINE COMMUNITY ACTION, INC. agrees to play the following roles and make the following contributions:

GENERAL—		IN-KIND VALUE
● Refer families to Even Start Links. ....		\$200
● Serve on the Even Start Links Advisory Council. .... (36 hrs. @ \$15/hr)		\$540
● Provide information and referral services for 15 families ... (50 hrs. @ \$10/hr)		\$500
● Provide housing repairs or home ownership assistance, fuel assistance, other shelter-related assistance based on eligibility. .... (intake: 52 hrs. @ \$15/hr)		\$780
● Assist with development of Even Start Links family teams. (20 hrs. @ \$15/hr)		\$300
● Provide space for parenting workshops/ family socializations. (416 hrs @ \$5/hr)		\$2,080
HEAD START AND EARLY HEAD START—		
● Provide Head Start services through either Home-based or Center-based programs, based on family's location, depending on family eligibility and current caseload. .... (Estimated: 7 children @ \$5,492 each per yr)		\$38,444
● Provide Early Head Start services for children birth- three through either Home-based or Center-based programs, based on family's location, depending on family eligibility and current caseload. (Estimated: 3 children @ \$12,815 each per yr)		\$38,445
● Provide Early Childhood best practices consultations and staff training for Even Start Links staff on a contractual basis. .... (10 hrs. @ \$15/hr= \$150)	SEE FCABE	
WORKFORCE DEVELOPMENT CENTER (JTPA)—		
● Provide work maturity and job readiness workshops ... (150 hrs @ \$15/hr)		\$2,250
● Enroll eligible families in welfare-to-work program. (intake: 52 hrs. @ \$15/hr)		\$780
● Provide access to Family Resource Room and assistance with job searching, career aptitude testing. .... (300 hrs @ \$10/hr)		\$3,000
● Provide adult screening and assessments, i.e. TABE, GATB, for eligible Even Start Links families. .... (5 hrs per family @ \$13.50/hr. each)		\$1,012.50
● Provide staff training around job and employment-related issues and resources, motivational best practices. .... (150 hrs. @ \$15/hr)		\$2,250
FAMILY DEVELOPMENT PARTNERSHIP—		
● Enroll Even Start Links families in the program depending on family eligibility and current caseload. .... (8 families @ \$2,500/yr)		\$20,000
● Provide the Family Development self-assessment tool as a foundation for family-focused, strengths-based assessment/goal setting. (15 assessment kits @ \$20/ea)		\$300
● Provide intensive staff training in the family development model, use of the assessment tool, and best practices in family development case management, on a contractual basis. .... (56.6 hrs @ \$15/hr= \$850)	SEE FCABE	
● Provide family workshops on stress management, budgeting, task setting, decision-making, and conflict resolution. ... (12 2/hr. workshops @ \$15/hr)		\$360

WV000001 L29

A United Way Agency/Equal Opportunity Employer

It is our mission to advocate for, strengthen, and coordinate all resources - private, local, state and federal - that will assist us in promoting the self sufficiency and independence of people.



## Western Maine Community Action

P.O. Box 200, East Wilton, Maine 04234  
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### Even Start Links Letter of Commitment

Page Two

#### TRI-COUNTY HEALTH SERVICES & WOMEN, INFANTS & CHILDREN (WIC)—

IN-KIND VALUE

- Provide full range of reproductive health services on a sliding-fee scale for Even Start Links family. . . . . (Staff time: 10 hrs/yr per family @ \$24/hr) . . . . . \$3,600
- Provide Family Life Education workshops . . . . . (20 hrs @ \$12.50/hr) . . . . . \$250
- Provide staff training on reproductive health issues, HIV risk factors, and other health issues. . . . . (15 hrs @ \$24/hr) . . . . . \$360
- Provide nutritional education & assistance for eligible pregnant women, and children birth to five. . . . . ( Est. Staff time: 8 families @ 12 hrs ea @ \$13.50) . . . . . \$1,296

TOTAL IN-KIND CONTRIBUTION: \$116,747.50

MSAD #9 FRANKLIN COUNTY ADULT EDUCATION "EVEN START LINKS" agrees to:

- Provide training and forms for the following: referrals, intake, confidentiality release, Even Start brochures and program information.
- Provide low level literacy training.
- Involve partners in decision-making process through representation on Even Start Links Advisory Council.
- Provide cross-referrals to partner agencies for services Even Start Links families may need from them.
- Coordinate services with partner members through Family Links Team meetings.
- Contract for these specific services—
  - Intensive staff training in the Family Development model, use of the assessment tool, and best practices in family development case management. . . . . \$850
  - Early Childhood best practices consultations, curriculum development, and staff training . . . . . \$150

For the Participating Organization:

For MSAD #9 Franklin County Adult Basic Education's Even Start Links program:

Phil L. Fowler  
Signature

Marcia Cook  
Signature

Fenwick L. Fowler  
Printed/Typed Name  
Executive Director

Marcia Cook  
Printed/Typed Name  
Director

Western Maine Community Action, Inc.

Franklin County Adult Basic Education  
Title  
Organization

June 22, 1998  
Date

June 25, 1998  
Date

WMA012.128

A United Way Agency/Equal Opportunity Employer

It is our mission to advocate for, strengthen, and coordinate all resources - private, local, state and federal - that will assist us in promoting the self sufficiency and independence of people.

## Even Start Links Most-in-Need Rating Scale

Name \_\_\_\_\_ Date Completed \_\_\_\_\_

**Purpose:** *The Even Start Links Most-in Need Rating Scale is completed as part of an applicant family's eligibility assessment, during the initial home visit when other intake forms are completed. Families scoring highest will be given priority for enrollment in Even Start Links. Others will be placed on a waiting list, and will be invited to participate in Even Start Links parenting sessions and socializations.*

Criteria	Factor Range	Applicant Score
1. Income level of family	75% of poverty = 5 100% of poverty = 4 150% of poverty = 3 200% of poverty = 2 Median income = 1	
Parent, level of functioning: Determined by CASAS, TABE, interview, observations.	Low level = 5 High level = 1	
Parenting skills: Determined by parent self-assessment, interview, observations.	Potential physical abuse = 5 Verbal problem solving = 1	
ABE Services intensity level	Low level = 1 High level = 5	
Number of referrals from other sources	4 or more referrals = 5 3 referrals = 4 2 referrals = 3 1 referral = 2 No referrals = 1	
Self-referral: Initiates phone call, letter, or contacts <i>Even Start Links</i> directly.	Any form of self-referral = 5	
Verbal commitment to and interest in <i>Even Start Links</i> . Willingness to sign written contract of responsibility/participation.	Willing to sign contract = 5 Interested, hesitant = 3 No interest expressed = 0	
Absence of books in home	No books = 5 Some, no age approp. = 3 Age appropriate books = 1	
Condition of home	Sub-standard/unsafe = 5 Not adequate for family size = 5	

Criteria	Factor Range	Applicant Score
Child's school/preschool performance: Determined by referral info, consult with appropriate teacher.	Diagnosed problem = 5 No problems = 1	
Number of children in family	5 or more = 5 3 children = 3 1 child = 1	
Transportation available	None = 5 reliable transportation = 1	
Location of residence	Isolated, no neighbors = 5 close to services = 1	
Waiting list prior year	On waiting list one year = 5	
Non-English speaking household	Non- English = 5	
Referred by either Child Protective Services, Bureau of Special Needs, or school Multi-Disciplinary Team	Any referral = 5	
Teen parent, or teen when first child was born.	Teen parent currently = 5 Teen when child born = 3	
Family Development Partnership Self-assessment risk factors.	4 risk factors or more = 5 2 risk factors or more = 3 1 risk factor = 1	
Adult or child learning disability	any learning disability = 5	
TANF/ASPIRE recipient	TANF/ASPIRE = 5	
<b>TOTAL MAXIMUM SCORE</b>	100	

Comments:

Interviewer Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## NORTHERN OXFORD COUNTY EVEN START

BETSY CORNWELL, COORDINATOR

LEARNING CENTER AT REGION 9  
637 WALDO ST.  
BUMFORD ME 04276  
(207) 364-2012

CRESCENT PARK SCHOOL  
19 CRESCENT LN.  
BETHEL ME 04217  
(207) 824-2839

### MOST-IN-NEED RATING SCALE

This scale is completed by the Project Coordinator after the first home visit.

Parent's Name \_\_\_\_\_

Date \_\_\_\_\_

Respond only to statements that apply. Rate each category on a scale of 1 through 5. 5 represents Most-In-Need.

1. Adult's educational background (intensity level) \_\_\_\_\_  
 ABE 1 = 5  
 ABE 2 = 4  
 ABE 3 = 3  
 GED or ASE = 2  
 GED is attainable without further study = 1
  
2. Adult's highest grade completed \_\_\_\_\_  
 Below 8th grade = 5  
 9th grade = 4  
 10th grade = 3  
 11th grade = 2  
 12th grade = 1
  
3. Identified disability (Adult or target child) \_\_\_\_\_  
 Documented by SSI or PET = 5  
 None = 1
  
4. Adult's English competency \_\_\_\_\_  
 Great difficulty with spoken English = 5  
 Spoken English is adequate but reading and/or writing is not = 3  
 Spoken and written English are fluent = 1
  
5. Living conditions/safety \_\_\_\_\_  
 Health and safety hazards for adults and children observed = 5  
 Child safety hazards observed = 4  
 Parent describes housing as unsafe or inadequate = 3  
 Lack of cleanliness or tidiness observed = 2  
 No safety or sanitation hazards observed = 1
  
6. Family composition \_\_\_\_\_  
 Single parent, children and other unrelated adults = 5  
 Couple and children have been together less than one year = 4  
 Single parent and children = 3  
 Single parent with children and extended family = 2  
 Couple and children in stable, long-term relationship = 1

**Northern Oxford County Even Start  
Most in Need Rating Scale page 2**

7. Child's school/preschool performance \_\_\_\_\_  
     Child requires special services = 5  
     Child resists going to school and/or poor attendance = 4  
     Parent expresses frustration with school or vice versa = 3  
     Child enjoys school = 1
8. Number of children \_\_\_\_\_  
     Three or more children under the age of 15 = 5 or  
     One point per child
9. Available transportation \_\_\_\_\_  
     None = 5  
     No license, depends on unreliable family or friends for rides = 4  
     No license, family member or friend willing to drive = 3  
     License but no vehicle = 2  
     License and available vehicle = 1
10. Location of residence \_\_\_\_\_  
     Isolated = 5  
     Within 10 miles of learning center = 4  
     Within walking distance of learning center but needs ride for daycare = 3  
     Within walking distance of adult learning center and daycare = 1
11. Social support services \_\_\_\_\_  
     Food stamps, WIC, TANF = 5  
     Family is self-supporting = 1
12. Income \_\_\_\_\_  
     No earned income = 5  
     Earned income is inadequate for family's needs and not supplemented = 4  
     Earned income is supplemented by public assistance = 3  
     Parent does not report public assistance or financial problems. = 1

Total points \_\_\_\_\_

Divided by # of categories \_\_\_\_\_ = Rating \_\_\_\_\_

Comments:

Interviewer's signature \_\_\_\_\_



***Oxford Hills Adult & Community Education***  
***256 Main Street***

***South Paris, ME 04281***

**Judith A. Green, Director**

Oxford Hills Family Learning  
 256 Main Street  
 South Paris, ME 04281  
 Shirley Nardi, Coordinator  
 743-8842, option 1

West Paris Family Learning  
 Agnes Gray School  
 170 Main Street  
 West Paris, ME 04289  
 Betsy Cornwell, Coordinator  
 674-2332

### MOST-IN-NEED RATING SCALE

**Parent's Name** \_\_\_\_\_ **Date** \_\_\_\_\_

1. Income (according to parent's report) \_\_\_\_\_  
     No earned income = 5  
     Earned income is inadequate for family's needs and not supplemented = 4  
     Earned income is supplemented by public assistance = 3  
     Parent does not report public assistance or financial difficulties = 1
  
2. Need-based assistance (according to parent's report) \_\_\_\_\_  
*Need-based assistance includes WIC, food stamps, TANF, Head Start/Early Head Start, free or reduced lunches, fuel assistance, rent subsidies, etc.*  
     Family receives any need-based assistance = 5  
     Family is eligible for these services but chooses not to apply = 5  
     Family receives no need-based services = 1
  
3. Parent's highest grade completed \_\_\_\_\_  
     Below 8<sup>th</sup> grade = 5  
     9<sup>th</sup> grade = 4  
     10<sup>th</sup> grade = 3  
     11<sup>th</sup> grade = 2  
     Diploma or GED = 1
  
4. Parent's skill level (in English) \_\_\_\_\_  
     EFL 1 or 2 = 5.  
     Or, Parent says "I can't read." = 5  
     Or, Parent has observable difficulty with spoken English.  
     EFL 3 = 4  
     Or, parent reports reading difficulties = 4  
     EFL 4 = 3  
     Or, parents reports that h/she can read well but chooses not to = 3  
     EFL 5 = 2  
     EFL 6 = 1  
     Or, parent claims to be a good reader = 1

*Continued →*

6. Child's performance in school/preschool (if applicable) \_\_\_\_\_  
*According to parent's and/or teacher's report.*  
 Child requires special services = 5  
 Child resists going to school, grades are low or attendance is poor = 4  
 Parent expresses frustration with school or vice/versa = 3  
 Parent and child are happy with school experience = 1
7. Family composition \_\_\_\_\_  
 Single parent, child(ren) and other unrelated adults = 5  
 Couple and child(ren) have been together less than one year = 4  
 Single parent and child(ren) = 3  
 Single parent, child(ren) and extended family = 2  
 Couple and child(ren) have been together continuously more than one year = 1
8. Number of children \_\_\_\_\_  
 Three or more children under the age of 15 = 5  
 Or, 1 point per child (any age) living in household.
9. Identified disability (Parent or child) \_\_\_\_\_  
 Documented by PET or SSI = 5  
 Claimed or observed but undocumented = 4  
 No disabilities = 1
10. Living conditions/safety \_\_\_\_\_  
 Health or safety hazards for adults or children observed or reported = 5  
 Parent describes housing as unsafe or inadequate = 3  
 No safety or sanitation hazards observed or reported = 1
11. Transportation \_\_\_\_\_  
 No access to transportation = 5  
 No driver's license, can sometimes get rides from family or friends = 4  
 No driver's license, family member or friend consistently provides rides = 3  
 Parent has driver's license but no vehicle = 2  
 Parent has driver's license and available vehicle = 1

Total points \_\_\_\_\_

Divided by # of categories \_\_\_\_\_ = Rating \_\_\_\_\_

Comments:

Interviewer: \_\_\_\_\_ Date \_\_\_\_\_

# SPICE

*Students and Parents in Cooperative Education*

*Mt. View Adult and Community Education*

*577 Mount View Road, Thorndike, ME 04986*

*www.ceducation@mvhs.sad3.k12.me.us*

*Phone 568-3426 Fax 568-7550*

*sad3.k12.me.us/ae*

## SPICE form C—Characteristics at Intake

Complete this form only once. DO NOT UPDATE.

Enrollment date: \_\_\_\_\_

Name of Participant	Date of birth	Sex	Nationality
_____	_____	_____	_____
Children:			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Significant other			
_____	_____	_____	_____



## Other Family Members

_____	_____	_____
_____	_____	_____
_____	_____	_____

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

\_\_\_\_\_

What is the relationship between the adult and child participant?

\_\_\_\_\_

What is the structure of the family?

☐ Single parent with children      ☐ couple with children☐ Extended family (other adults)      ☐ other (specify):

How long has this family lived in the United States? \_\_\_\_\_

What is the main reason for participation in Even Start? (Let the parent answer in their own words.)  
\_\_\_\_\_

Highest grade completed in school? \_\_\_\_\_ Schooled in U.S.? Yes no

Employment status (select one)

☐ Full time   ☐ Part time      ☐ Jobs Training   ☐ School☐ Retired/disabled      ☐ Looking for work   ☐ Not looking for  
work

Social or educational services adult was participating in previously?

## SPICE

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*sad3.k12.me.us/ae*

☐ Employment training      ☐ ABE 1      ☐ Welfare (TANF)  
☐ Vocational education      ☐ ABE 2      ☐ Food stamps  
☐ Vocational rehabilitation      ☐ ASE      ☐ WIC  
☐ Jobs training      ☐ GED      ☐ SSI  
☐ ASPIRE      Other (specify) \_\_\_\_\_

What educational services was the child participating in prior to Even Start?

☐ Head Start      ☐ kindergarten  
☐ Chapter 1 preschool      ☐ primary (1-3 grade)  
☐ Early childhood special Ed.      ☐ None  
☐ Other preschool/toddler program      ☐ other(specify): \_\_\_\_\_

What educational services is the child now participating in excluding Even Start?

☐ Head Start      ☐ Kindergarten  
☐ Chapter 1 preschool      ☐ primary(1-3 grade)  
☐ Early childhood special Ed.      ☐ None  
☐ Other preschool/toddler program      ☐ Other(specify): \_\_\_\_\_



## *SPICE*

*Students and Parents in Cooperative Education*

*Mt. View Adult and Community Education*

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### **Spice Questionnaire**

How did you hear about the Spice Program?

What kinds of activities do you do with your children?

Does your child attend Pre School or Head Start? Where?

Do you have any concerns about your child?

Do you have children's books in your home? Do you have paper pencils, crayons, etc?

What kinds of toys does your child like to play with?

What is your child's favorite TV show? About how often does your child watch TV?

Have you had any training in nutrition, Expanded Food and Nutrition Education?

Have you had any training in teaching or child development (PATT)?



*SPICE*  
*Students and Parents in Cooperative Education*  
*Mt. View Adult and Community Education*  
*568-3426*

*Authorization to Release Confidential Information*

I, \_\_\_\_\_, authorize Students and Parents in Cooperative Education personnel to release, obtain and/or share confidential information TO, FROM AND WITH:

\_\_\_\_\_ Waldo County Cooperative Extension \_\_\_\_\_

\_\_\_\_\_ Belfast Public Health Nurses Association \_\_\_\_\_

\_\_\_\_\_ DHS Public Health \_\_\_\_\_

\_\_\_\_\_ Waldo County Child Development Services \_\_\_\_\_

\_\_\_\_\_ Bureau of Children with Special Needs \_\_\_\_\_

\_\_\_\_\_ Waldo County Preschool and Family Services \_\_\_\_\_

\_\_\_\_\_ Waldo County Head Start \_\_\_\_\_

\_\_\_\_\_ Coastal Economic Development \_\_\_\_\_

\_\_\_\_\_ MSAD # 3 Special Education Services \_\_\_\_\_

\_\_\_\_\_ ASPIRE/TANF Programs \_\_\_\_\_

\_\_\_\_\_ DHS Case Worker \_\_\_\_\_

\_\_\_\_\_ Others \_\_\_\_\_

I understand that I may revoke this authorization at any time in writing. This authorization is valid for as long as I am a participant in the SPICE program. The Case Manager expects that the recipients of all information will respect the confidential nature of the information and will not disclose information without the participant's permission.

Date \_\_\_\_\_

Signature of Case Manager \_\_\_\_\_

Signature of Participant \_\_\_\_\_

11/19/01

**State of Maine**  
**Family Literacy Programs**  
**STATE REPORTING FORM**  
**PROGRAM YEAR 2001-2002**

**GENERAL INFORMATION**

1. Program Name \_\_\_\_\_
2. Program Location (city/town) \_\_\_\_\_
3. Primary source of program funding (check one)  
☐ Even Start  
☐ REA  
☐ Other: (specify) \_\_\_\_\_
4. Type of Program (indicate the **primary** description for your program)  
☐ Center-Based Program  
☐ Home-Based Program  
☐ Combination of Center-Based and Home-Based
5. Total number of families served (minimum of 12 adult contact hours) in your comprehensive family literacy program (all four components) during current program year (2001-2002) \_\_\_\_\_
6. Total number of  
a. continuing families (continued from 2000-2001) \_\_\_\_\_  
b. newly enrolled families (minimum of 12 adult contact hours enrolled during 2001-2002) \_\_\_\_\_
7. Number of families that exited during program year 2001-2002  
a. number of families that exited **after** completing their goals \_\_\_\_\_  
b. number of families that exited **before** completing their goals \_\_\_\_\_
8. Number of referred families that qualified as "most in need" by your program criteria \_\_\_\_\_
9. Number of parents at or below the poverty (e.g., as defined by Free & Reduced lunch or eligibility for TANF funds, etc.) level at the time of entrance to the program \_\_\_\_\_



10. **Adults' Highest Level of Schooling completed.** *(Indicate the numbers of adults who completed each of the educational levels listed below before entering the program during 2001-2002)*
- a. completed 8 years of schooling or less \_\_\_\_\_
  - b. completed 9 years of schooling \_\_\_\_\_
  - c. completed 10 years of schooling \_\_\_\_\_
  - d. completed 11 years of schooling \_\_\_\_\_
  - e. received a high school diploma before entering program \_\_\_\_\_
  - f. completed a GED before entering program \_\_\_\_\_
  - g. completed 1 or more years of post-secondary education \_\_\_\_\_
  - h. received an Associate's Degree \_\_\_\_\_
  - i. received a Bachelor's Degree \_\_\_\_\_
11. What is the number of
- a. male adults who participated in the program during 2001-2002 (minimum of 12 contact hours) \_\_\_\_\_
  - b. female adults who participated during current program year 2001-2002 (minimum of 12 contact hours) \_\_\_\_\_
12. What is the number of children aged (on July 1, 2001)
- a. less than 6 months \_\_\_\_\_
  - b. 6 months to less than 1 year \_\_\_\_\_
  - c. 1 year to less than 2 years \_\_\_\_\_
  - d. 2 years to less than 3 years \_\_\_\_\_
  - e. 3 years to less than 4 years \_\_\_\_\_
  - f. 4 years to less than 6 years \_\_\_\_\_
  - g. 5 years to less than 6 years \_\_\_\_\_
  - h. 6 years to less than 7 years \_\_\_\_\_
  - i. 7 years to less than 8 years \_\_\_\_\_
  - j. 8 years or more \_\_\_\_\_
13. What is the number of adults enrolled in the program (minimum of 12 contact hours) aged (on July 1, 2001)
- a. 16 to 18 years \_\_\_\_\_
  - b. 19 to 24 years \_\_\_\_\_
  - c. 25 to 44 years \_\_\_\_\_
  - d. 45 to 59 years \_\_\_\_\_
  - e. 60 or older \_\_\_\_\_

14. Number of adults enrolled in the program (minimum of 12 contact hours) served during current program year (2001-2002) whose ethnicity is
- a. American Indian or Alaskan Native \_\_\_\_\_
  - b. Asian \_\_\_\_\_
  - c. Black or African American \_\_\_\_\_
  - d. Hispanic or Latino \_\_\_\_\_
  - e. Native Hawaiian or Other Pacific Islander \_\_\_\_\_
  - f. White/Caucasian \_\_\_\_\_
  - g. Mixed ethnicity \_\_\_\_\_
  - h. Other: (specify) \_\_\_\_\_
15. Number of children served during current program year (2001-2002) whose ethnicity is
- a. American Indian or Alaskan Native \_\_\_\_\_
  - b. Asian \_\_\_\_\_
  - c. Black or African American \_\_\_\_\_
  - d. Hispanic or Latino \_\_\_\_\_
  - e. Native Hawaiian or Other Pacific Islander \_\_\_\_\_
  - f. White/Caucasian \_\_\_\_\_
  - g. Mixed ethnicity \_\_\_\_\_
  - h. Other: (specify) \_\_\_\_\_
16. Number of families who left the program within six months (during 2001-2002) for the following reasons
- a. health \_\_\_\_\_
  - b. child care \_\_\_\_\_
  - c. family responsibilities \_\_\_\_\_
  - d. transportation \_\_\_\_\_
  - e. location of services \_\_\_\_\_
  - f. lack of interest \_\_\_\_\_
  - g. moved \_\_\_\_\_
  - h. took a job \_\_\_\_\_
  - i. cannot locate the family \_\_\_\_\_
  - j. reason unknown \_\_\_\_\_
  - k. Other: (specify) \_\_\_\_\_

## HOURS OF PROGRAM OPERATION AND PARTICIPANT ATTENDANCE

### 17. Hours Offered by Family Literacy Program/Average Hours of Attendance

Month	Adult Education <sup>1</sup>		Parent Education <sup>1</sup>		PACT <sup>2</sup>		Early Childhood <sup>3</sup>		Average Number Home Visits <sup>4</sup>	
	Average Hours Agreed Upon in the Plan	Average Hours Attended	Average Hours Agreed Upon in the Plan	Average Hours Attended	Average Hours Agreed Upon in the Plan	Average Hours Attended	Average Hours Agreed Upon in the Plan	Average Hours Attended	Average # Of Home Visits Agreed Upon In the Plan	Average Visits Conducted
July										
Aug.										
Sept.										
Oct.										
Nov.										
Dec.										
Jan.										
Feb.										
March										
April										
May										
June										

<sup>1</sup>Average number of Parent Education, Adult Education (literacy, numeracy, and/or ESL hours) agreed upon in adults' plan. Average **adult education** and **parent education** hours attended are reported for participating **adults**.

<sup>2</sup>Average number of PACT hours agreed upon in adults' plan. Average **PACT** hours attended are reported for **families**.

<sup>3</sup>Average number of hours agreed upon in the plan for instruction of children. Average **Early Childhood Education** hours attended are reported for participating **children**.

<sup>4</sup>Average number of home visit hours agreed upon in the plan. (At least one per week or four per month for Home-Based programs; at least one per month for Center-Based Programs; at least two per month for combo programs.) Average number of **home visits** are reported for **families**.

### ADULTS: ASSESSMENT OF LITERACY

18. Total number of adults who took the T.A.B.E. pre-test during program year (2001-2002)

\_\_\_\_\_

19. On the T.A.B.E. pre-test, number of adults at

a. level 1

\_\_\_\_\_

b. level 2

\_\_\_\_\_

c. level 3

\_\_\_\_\_

d. level 4

\_\_\_\_\_

e. level 5

\_\_\_\_\_

f. level 6

\_\_\_\_\_

g. level 7/8

\_\_\_\_\_

20. Number of adults who completed 100 hours of adult literacy instruction and took T.A.B.E. post-test within program year (2001-2002) \_\_\_\_\_
21. On T.A.B.E. post test (after 100 hours), number of adults
- a. who increased 1 level \_\_\_\_\_
  - b. who increased 2 levels \_\_\_\_\_
  - c. who increased 3 levels \_\_\_\_\_
  - d. who increased 4 levels \_\_\_\_\_
  - e. who increased 5 levels \_\_\_\_\_
  - f. who increased 6 levels \_\_\_\_\_
  - g. who moved 0 levels \_\_\_\_\_
  - h. who decreased 1 level \_\_\_\_\_
  - i. who decreased 2 levels \_\_\_\_\_
  - j. who decreased 3 or more levels \_\_\_\_\_
22. Total number of adults who took the READ pretest in program year (2001-2002) \_\_\_\_\_
23. On READ pre-test, number of adults at
- a. level A \_\_\_\_\_
  - b. level B \_\_\_\_\_
  - c. level C \_\_\_\_\_
  - d. level D \_\_\_\_\_
  - e. level E \_\_\_\_\_
  - f. level F \_\_\_\_\_
24. Number of adults who completed 100 hours of adult literacy instruction and took the READ post-test within program year (2001-2002) \_\_\_\_\_
25. On the READ post test (after 100 hours), number of adults
- a. who increased 1 level \_\_\_\_\_
  - b. who increased 2 levels \_\_\_\_\_
  - c. who increased 3 levels \_\_\_\_\_
  - d. who increased 4 levels \_\_\_\_\_
  - e. who increased 5 levels \_\_\_\_\_
  - f. who increased 6 levels \_\_\_\_\_
  - g. who moved 0 levels \_\_\_\_\_
  - h. who decreased 1 level \_\_\_\_\_
  - i. who decreased 2 levels \_\_\_\_\_
  - j. who decreased 3 or more levels \_\_\_\_\_

**ADULTS: ASSESSMENT OF NUMERACY SKILLS**

26. Number of adults who were evaluated using the Maine Math Assessment Framework when they entered the program in 2001-2002 \_\_\_\_\_

27.

<b>Numeracy Levels of the Maine Math Assessment Framework</b>	<b>Number of Adults Who Scored at Each Level at Program Entry</b>
<b>LEVEL I:</b> Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.	
<b>LEVEL II:</b> Individual can count, add, and subtract three digit numbers; can perform multiplication through 12; can identify simple fractions and perform other simple arithmetic operations.	
<b>LEVEL III:</b> Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits; can identify and use all basic mathematical symbols.	
<b>LEVEL IV:</b> Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; can perform basic operations on fractions.	
<b>LEVEL V:</b> Individual can perform all basic math functions with whole numbers, decimals, and fractions; can interpret and solve simple algebraic equations; can develop own tables and graphs; can use math in business transactions.	
<b>LEVEL VI:</b> Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines, and surfaces; can also apply trigonometric functions.	

28. Number of adults who completed 100 hours of adult numeracy instruction and were evaluated using the Maine Math Assessment Framework in the program year 2001-2002 \_\_\_\_\_

29. On Maine Math Assessment Framework (after 100 hours of instruction), number of adults

- a. who increased 1 level \_\_\_\_\_
- b. who increased 2 levels \_\_\_\_\_
- c. who increased 3 levels \_\_\_\_\_
- d. who increased 4 levels \_\_\_\_\_
- e. who increased 5 levels \_\_\_\_\_
- f. who moved 0 levels \_\_\_\_\_
- g. who decreased 1 level \_\_\_\_\_
- h. who decreased 2 levels \_\_\_\_\_
- i. who decreased 3 or more levels \_\_\_\_\_

### ADULTS: ASSESSMENT OF ENGLISH LANGUAGE SKILLS FOR ENGLISH AS A SECOND LANGUAGE (ESL) ADULTS

30. Total number of limited English speaking adults who were evaluated using the following assessment instruments when they entered the program during program year 2001-2002

- a. English as a Second Language Oral Assessment (ESLOA) \_\_\_\_\_
- b. Basic English Skills Test (BEST) Oral Test \_\_\_\_\_
- c. Basic English Skills Test (BEST) Literacy Test \_\_\_\_\_

31. On the following pre-tests, number of adults who scored at each level.

ENGLISH AS A SECOND LANGUAGE ORAL ASSESSMENT (ESLOA)	
Levels	Number of adults scoring at each Level
Levels 0-1, Mid-Beginner	
Level 1 High Beginner to Level 2, Mid-Beginner	
Level 2 High Beginner	
Level 3 Low Intermediate	
Level 3 Mid Intermediate to Level 4	
Level 4 Advanced	
BASIC ENGLISH SKILLS TEST (BEST)—ORAL TEST	
Levels	Number of adults scoring at each Level
Levels 0-15	
Levels 16-41	
Levels 42-50	
Levels 51-57	
Levels 58-64	
Levels 65 and higher	
BASIC ENGLISH SKILLS TEST (BEST)—LITERACY TEST	
Levels	Number of adults scoring at each Level
Levels 0-7	
Levels 8-46	
Levels 47-53	
Levels 54-65	
66 and Higher	

33. Number of adults who completed 100 hours of ESL instruction and took one of the following post-tests in program year 2001-2002

- a. English as a Second Language Oral Assessment (ESLOA) \_\_\_\_\_
- b. Basic English Skills Test (BEST) Oral Test \_\_\_\_\_
- c. Basic English Skills Test (BEST) Literacy Test \_\_\_\_\_

34. On the post-tests of English language competence mentioned above (e.g. ESLOA, BEST), number of adults
- a. who increased 1 level \_\_\_\_\_
  - b. who increased 2 levels \_\_\_\_\_
  - c. who increased 3 levels \_\_\_\_\_
  - d. who increased 4 levels \_\_\_\_\_
  - e. who increased 5 levels \_\_\_\_\_
  - f. who moved 0 levels \_\_\_\_\_
  - g. who decreased 1 level \_\_\_\_\_
  - h. who decreased 2 levels \_\_\_\_\_
  - i. who decreased 3 or more levels \_\_\_\_\_
35. Number of adults who stated obtaining a high school diploma or GED as a goal in program year (2001-2002) \_\_\_\_\_
- a. Of these, how many completed their GED in program year (2001-2002)? \_\_\_\_\_
  - b. Of these, how many received their high school diploma in program year (2001-2002)? \_\_\_\_\_

### ADULTS: ASSESSMENT OF WRITING

36. Number of adults who were evaluated using a writing prompt when they entered during program year (2001-2002) \_\_\_\_\_

37.

WRITING LEVELS	Number of adults who scored at each level using a writing prompt at program entry
LEVEL I: Writes letters or numbers and copies simple words.	
LEVEL II: Writes sight words, copies lists of familiar words and phrases; may be able to write simple sentences or phrases such as name, address, phone numbers; may also write very simple messages.	
LEVEL III: Writes simple notes and messages on familiar situations. Can write sentences, but may lack variety. Shows control of basic grammar and consistent use of punctuation.	
LEVEL IV: Writes simple paragraphs with main idea and supporting detail on familiar topics. Can self and peer edit for spelling and punctuation errors.	
LEVEL V: Writing is organized and cohesive with few mechanical errors; can write using a complex sentence and paragraph structure; can write personal notes and letters that accurately reflect thought.	
LEVEL VI: Writing is cohesive with clearly expressed ideas supported by relevant detail; can use varied and complex sentence structure with few mechanical errors.	

38. Number of adults who completed 100 hours of adult literacy instruction and were evaluated using a writing prompt during program year (2001-2002) \_\_\_\_\_

39. On writing prompt (after 100 hours of instruction), number of adults:

- a. who increased 1 level \_\_\_\_\_
- b. who increased 2 levels \_\_\_\_\_
- c. who increased 3 levels \_\_\_\_\_
- d. who increased 4 levels \_\_\_\_\_
- e. who increased 5 levels \_\_\_\_\_
  
- f. who moved 0 levels \_\_\_\_\_
  
- g. who decreased 1 level \_\_\_\_\_
- h. who decreased 2 levels \_\_\_\_\_
- i. who decreased 3 or more levels \_\_\_\_\_

**During program year (2001-2002)**

- 40. Number of adults who enrolled in post-secondary school \_\_\_\_\_
- 41. Number of adults who enrolled in job retraining or career advancement programs \_\_\_\_\_
- 42. Number of adults who enlisted in military \_\_\_\_\_
- 43. Number of adults who gained paid employment of 24-34 hours per week \_\_\_\_\_
- 44. Number of adults who gained paid employment of 35 hours per week \_\_\_\_\_
- 45. Number of adults who left public assistance \_\_\_\_\_
- 46. Number of adults who achieved citizenship skills \_\_\_\_\_
- 47. Number of adults who voted or registered to vote \_\_\_\_\_
- 48. Number of adults who increased their involvement in community activities \_\_\_\_\_

**EARLY CHILDHOOD EDUCATION**

**Children: *Birth – 2 years 11 months* (by July 1, 2001)**

49. List early childhood instruments used for assessment of children (ages birth – 2 years 11 months by July 1, 2001) in your program (2001-2002)

- 50. Number of children (*birth – 2 years 11 months* by July 1, 2001) served during program year (2001-2002) \_\_\_\_\_
  
- 51. At pre-assessment number of children
  - a. in developmentally appropriate range \_\_\_\_\_
  - b. **not in** developmentally appropriate range \_\_\_\_\_



52. At post-assessment number of children  
a. in developmentally appropriate range \_\_\_\_\_  
b. **not in** developmentally appropriate range \_\_\_\_\_
53. Number of children who showed gains between pre- and post-assessments \_\_\_\_\_
54. Number of children who demonstrated developmental progress that did not show up on the pre-or post-assessments (*please specify types of progress below*) \_\_\_\_\_

**Children: 3-5 years (by July 1, 2001) (not currently enrolled in pre-k — grade 3)**

55. List early childhood instruments used for assessment of children ages 3-5 years (not currently enrolled in pre-k — grade 3) in your program \_\_\_\_\_
56. Number of children (age 3-5 years by July 1, 2001) served during program year \_\_\_\_\_
57. At pre-assessment number of children  
a. in developmentally appropriate range \_\_\_\_\_  
b. **not in** developmentally appropriate range \_\_\_\_\_
58. At post-assessment number of children  
a. in developmentally appropriate range \_\_\_\_\_  
b. **not in** developmentally appropriate range \_\_\_\_\_
59. Number of children who showed gains between pre- and post-assessments \_\_\_\_\_
60. Number of children who demonstrated developmental progress that did not show up on the pre-or post-assessments (*please specify types of progress below*) \_\_\_\_\_

**School-Aged Children (family literacy children in public school who attend pre-K through Grade 3)**

61. Average number of school days attended by all school children (pre K-grade 3) in the district served by your program \_\_\_\_\_

62. For school-aged children whose families have participated in family literacy for at least 3 months.
- Number of family literacy children who attended at the same average rate or higher as all school children (pre K-grade 3) in the district served by your program during 2001-2002 \_\_\_\_\_
  - Number of family literacy children who attended less than the average school days for all children (pre K-grade 3) in the district served by your program during 2001-2002 \_\_\_\_\_
  - Number of family literacy children who showed improvement in attendance during program year \_\_\_\_\_

### Reading Gains of School Aged Children Served by Program During 2001-2002

	Number of school-aged children served by the program at each grade	Beginning school year: Number scored below grade average in reading	Beginning school year: Number who scored at grade level or better	End of school year: Number scored at or better than grade average in reading
63. Pre-K				
64. K				
65. Grade 1				
66. Grade 2				
67. Grade 3				

68. In June, number of family literacy children \_\_\_\_\_ promoted \_\_\_\_\_ retained
69. Number of family literacy children who were receiving the following services during program year (2001-2002)
- Special Education \_\_\_\_\_
  - Title I Services \_\_\_\_\_
70. Number of family literacy children no longer needing services by June 2002
- no longer needing Special Education services by June 2002 \_\_\_\_\_
  - no longer needing Title I Services by June 2002 \_\_\_\_\_

## PARENTING GOALS

71. Indicate the number of adults who listed the following goals as their **primary** parenting goals in your program.

	NUMBER
<b>GOAL: ENGAGING IN LANGUAGE-RICH PARENT-CHILD INTERACTIONS TO MEET THE CHILD'S DEVELOPMENTAL NEEDS</b> <b>Examples:</b> <ul style="list-style-type: none"> <li>• Parent provides age-appropriate toys and engages in play with the child</li> <li>• Parent supports child's need for age-appropriate learning opportunities, exploration, and inquiry</li> <li>• Parent takes child on age-appropriate field trips</li> <li>• Parent actively responds to child's questions and engages child in conversation and verbal interactions (e.g. open-ended questions, verbal encouragement)</li> <li>• Parent engages in rhymes, songs, word play with younger children</li> </ul>	_____
<b>GOAL: PROVIDING LITERACY EXPERIENCES IN THE FAMILY</b> <b>Examples:</b> <ul style="list-style-type: none"> <li>• Parent reads to child or engages in literacy materials with child at least once a day</li> <li>• Parent tells stories or helps child by writing letters and words, playing games with sounds and words, or allowing child to dictate stories to parent</li> <li>• Parent visits the library or bookstore with child at least once a week</li> <li>• Parent provides for books, print materials, and writing materials in the home that are accessible to child</li> </ul>	_____
<b>GOAL: HOLDING APPROPRIATE EXPECTATIONS OF THE CHILD'S LEARNING AND DEVELOPMENT AND ENGAGING IN HOME/SCHOOL COLLABORATION</b> <b>Examples:</b> <ul style="list-style-type: none"> <li>• Parent ensures that child's attendance is regular; calls school when child is sick</li> <li>• Parent visits school, engages in conversations with the child's teacher, attends school-family nights and parent-teacher conferences</li> <li>• Parent monitors child's progress in school and reinforces learning outside of school; helps with school activities at home</li> <li>• Parent assists with field trips, volunteers in child's class, participates in parent advisory groups, etc.</li> </ul>	_____
<b>GOAL: ACTIVELY EMBRACING THE PARENTING ROLE</b> <b>Examples:</b> <ul style="list-style-type: none"> <li>• Parent engages with child over choices, rules, and limits</li> <li>• Parent provides a nurturing home environment</li> <li>• Parent manages stresses on the family, balancing needs and responsibilities of each family member</li> <li>• Parent ensures safety and health of all children; keeps up with appropriate vaccinations and visits to doctor</li> <li>• Parent provides healthy foods for child and opportunities for play and exercise</li> </ul>	_____
<b>GOAL: OTHER: (specify) _____</b>	_____

72. Number of parents who accomplished *at least one* of their primary parenting goals during program year

73. Number of parents *who did not* accomplish any of their primary parenting goals during program year

\_\_\_\_\_

**Even Start Success  
Massabesic Adult & Community Education  
P.O. Box 499, West Road  
Waterboro, Maine 04087  
247-3221, 324-3222, 499-7576  
mace@sad57.k12.me.us**

Student Name \_\_\_\_\_ Social Security No. \_\_\_\_\_

Address \_\_\_\_\_ Telephone No. \_\_\_\_\_

State & Zip \_\_\_\_\_ Date \_\_\_\_\_

**Examine records:**

I authorize and permit the \_\_\_\_\_ family literacy staff to examine my past records or share my current records for the express purpose of developing my education plan.

I hereby give my permission to the staff named above to request or share the following information:

\_\_\_ medical information    \_\_\_ educational records    \_\_\_ work history  
\_\_\_ assessment/training information

This information may be released to the following for educational and employment planning purposes:    \_\_\_ adult education staff    \_\_\_ counseling services

\_\_\_ child care providers    \_\_\_ school district  
\_\_\_ department of social services    \_\_\_ domestic violence

**Written materials:**

I authorize and permit the family literacy staff named above to reprint materials I have written. I give my permission for these materials to be used in tutor-training workshops, the newsletter, and any other use deemed helpful to promote the program. Yes \_\_\_ No \_\_\_

**Photos:**

I authorize and permit the family literacy staff named above to use my photograph and/or my child's photograph in publications or any other use deemed helpful to promote the program. Yes \_\_\_ No \_\_\_

Permission is given for the following period of time: \_\_\_\_\_ to \_\_\_\_\_.

Student's signature \_\_\_\_\_ Date \_\_\_\_\_

Staff member \_\_\_\_\_ Title: \_\_\_\_\_  
unconditional permission to copy

**SUMNER ADULT EDUCATION**  
RR 1, Box 42, East Sullivan, Maine 04607  
(207) 422-9100 (adult education office)  
(207) 422-3889 (adult learning center)  
(207) 422-3612 (fax)

**Release of Information**

I \_\_\_\_\_ grant permission for Sumner Adult Education to exchange information regarding my family with:

Name \_\_\_\_\_ Agency \_\_\_\_\_

Name \_\_\_\_\_ Agency \_\_\_\_\_

Name \_\_\_\_\_ Agency \_\_\_\_\_

for the purpose of coordinating and planning services.

I understand that I do not need to sign this form in order to receive services.

I understand that this release expires on \_\_\_\_\_ and that I can revoke my consent at any time.

\_\_\_\_\_  
Learner Signature

\_\_\_\_\_  
Witness's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**Sumner Adult Education  
Photo & Video Release**

I, \_\_\_\_\_ give my permission to Sumner Adult Education to use video cameras and photographs to record my family, as a way to share information about the program.

I know that I can use the videos and photographs for my own use, too.

I know I can decide at any point that I do not want the program to take videos and pictures.

Release Effective \_\_\_\_\_ to \_\_\_\_\_  
start date end date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## NORTHERN OXFORD COUNTY EVEN START

BETSY CORNWELL, COORDINATOR

LEARNING CENTER AT REGION 9  
627 WALDO ST  
RUMFORD ME 04276  
PHONE (207) 364-2012  
FAX (207) 364-7254

CRESCENT PARK SCHOOL  
19 CRESCENT LN  
BETHEL ME 04217  
PHONE (207) 824-2839 X1142  
FAX (207) 824-0265

### PARENT-TEACHER AGREEMENT

As an Even Start Parent, I will:

\_\_\_Join in for all of the following:

Adult Education \_\_\_\_\_ Home Visits \_\_\_\_\_ Learning Center

Early Childhood Education

Pot-Luck Suppers, Parent Meetings and Field Trips

\_\_\_Meet every week with my adult education teacher to work on my own education goals.

Adult Education Teacher \_\_\_\_\_

Day \_\_\_\_\_ Time \_\_\_\_\_

\_\_\_Meet every week with my child's early childhood teacher to learn about my child's growth and actively work with my child to help her/him become an eager learner and a good student in school.

Early Childhood Teacher \_\_\_\_\_

Day \_\_\_\_\_ Time \_\_\_\_\_

\_\_\_Do my assignments between meetings.

\_\_\_Make sure we have a quiet place to meet (no TV, radio, visitors, phone calls.)

\_\_\_Make sure we can work on a clean and cleared table or work space.

\_\_\_Make sure that there is no smoking during visits for health reasons.

\_\_\_If school in my district is canceled, there will be no Even Start. I will check television channel 6 or a local radio station for school cancellations. I will call the Learning Center AT Region 9 (364-2012) or the Crescent Park School (824-2839) if I'm not sure.

\_\_\_Try to make all doctor's, WIC, and other appointments at times when I'm not meeting with one of my teachers.

**CHANGING THE WORLD ONE FAMILY AT A TIME**

\_\_\_ If I have an emergency and have to cancel a meeting, I will call the Learning Center AT Region 9 or the Crescent Park School as soon as I can. If I do not have a phone, I will go to a pay phone or borrow a friend's phone.

\_\_\_ If anyone in my family is sick, I will call my teacher so we can decide together whether to cancel the meeting.

\_\_\_ Attend pot luck suppers, parent meetings and field trips whenever I can. I understand that some of the special field trips will only be open to families who have been to most of the pot lucks, parent meetings and meetings with their teachers. I also understand that if I miss a lot of meetings, that I won't be able to remain in Even Start.

As an Even Start Parent, I will expect my Even Start teachers to:

\_\_\_ Meet with me each week at the agreed-upon times.

\_\_\_ Let me know as early as possible if a meeting needs to be changed or canceled.

\_\_\_ Respect my privacy by asking my written permission before releasing information about me or my family to others.

\_\_\_ Leave my home as they found it.

\_\_\_ Work with me on the learning goals I have chosen for myself and my child.

\_\_\_ Help me keep a good relationship with my child's school.

\_\_\_ Help me understand notes from school, bills, official letters, etc. when I ask.

\_\_\_ Help me locate and make use of community services as needed.

\_\_\_ Help me and other Even Start parents organize pot-luck suppers, field trips, and parent meetings.

Signatures:

Parent: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Child's Teacher: \_\_\_\_\_ Date: \_\_\_\_\_



**PROJECT FAR  
FAMILY LITERACY CONTRACT**

**I, \_\_\_\_\_, am committed to improving my own literacy and the literacy of my children. I agree to participate regularly in the following free activities for the 1999-2000 school year.**

**Adult Education Activities:**

**Take an adult basic assessment**

**Attend family literacy computer classes**

**Attend classes or tutoring for GED or diploma or explore career/college options**

**Parenting Activities:**

**Attend parenting workshops**

**Complete parenting surveys**

**Serve on a RIF committee**

**Intergenerational Activities:**

**Complete activities and feedback forms in at least two tote bags per month**

**Actively participate in home visits**

**Take my child to open library storytimes**

**Attend the family reading events**

**Participate in the Twice Upon a Time Reading Challenge**

**I understand that if I participate regularly in these activities, my family will receive free children's books, reading and writing materials for the home, and a home reading center consisting of a bookcase, a reading mat, and supplies.**






**I also understand that if I do not actively participate, my family will no longer be eligible to receive these benefits and I will be asked to leave the program.**






# Even Start

MSAD #68      MSAD #41  
Agreement

## The Student Agrees to

-  Set aside time to accomplish lessons.
-  Be at home during the agreed upon time.
-  Provide a positive learning area.
-  Refrain from smoking, using the phone (except in an emergency) or engage in other distracting activities during visits.
-  Contact 564-6525 or 943-2246 in the event there is an illness or other reasons that the visit can not take place during the specified time.

## The Teacher agrees to

-  Arrive promptly for appointments.
-  Attempt to contact student if unable to make appointment.
-  Provide a positive learning climate.

In the event that school is canceled for any reason, there will be no Even Start visit that day.

We agree to the above.

\_\_\_\_\_  
student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Even Start Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Even Start Teacher

\_\_\_\_\_  
Date

## LONG-TERM GOALS

If you had 3 wishes for the coming year, what would they be?

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

## STRATEGIES

- 1) \_\_\_\_\_  
     steps: \_\_\_\_\_ date \_\_\_\_\_  
             \_\_\_\_\_ date \_\_\_\_\_  
             \_\_\_\_\_ date \_\_\_\_\_
- 2) \_\_\_\_\_  
     steps: \_\_\_\_\_ date \_\_\_\_\_  
             \_\_\_\_\_ date \_\_\_\_\_  
             \_\_\_\_\_ date \_\_\_\_\_
- 3) \_\_\_\_\_  
     steps: \_\_\_\_\_ date \_\_\_\_\_  
             \_\_\_\_\_ date \_\_\_\_\_  
             \_\_\_\_\_ date \_\_\_\_\_

Purposes	Roles	Common Activities	Performance Standards

**Summer Adult Education  
Family Learning Plan**

**Family:** \_\_\_\_\_ **Date:** \_\_\_\_\_

My family's goals and objectives for the next \_\_\_\_\_ include:

**A. Adult Education**



_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**B. Early Childhood Education**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**C. Parenting & Support**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Comments:**

## **ADULT ACTION PLAN CHIPPY EVEN START**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**My goal is:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**I expect to meet my goal on or around:** \_\_\_\_\_

**During the semester, Aug. to Dec. or Jan. to June I plan to:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**I hope to begin learning about specific skills and information as worker,  
parent/family member, and citizen/community member:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**At the end of each semester, this plan will be revisited, and a new action  
plan will be written for the next semester.**

**Family Plan of Action for** \_\_\_\_\_

**Goal #** \_\_\_\_\_ (from identified interest/needs) \_\_\_\_\_

**Resources Needed** (people, agencies, info, funds) \_\_\_\_\_

\_\_\_\_\_

**Possible Barriers** \_\_\_\_\_

\_\_\_\_\_

**Action Steps** \_\_\_\_\_

\_\_\_\_\_

Date Begun	Who's responsible & Steps to take	Results / Outcomes	Date Completed

**The National Center for Family**  
 (1997) *The Family Literacy Answer Book*  
 Louisville, KY: NCFL

**Even Start Success  
Massabesic Adult & Community Education  
P.O. Box 499, West Road  
Waterboro, Maine 04087  
247-3221, 324-3222, 499-7576  
mace@sad57.k12.me.us**

### **GOAL SHEET**

**Goals:**      **Four-Week Cycle** from \_\_\_\_\_ to \_\_\_\_\_

**Family Name:** \_\_\_\_\_ **Date** \_\_\_\_\_

#### **Adult Literacy Work**

**Long-Term Goal:**

**Short-Term Goal:**

**Four-Week Activity Plan :**

#### **Parenting**

**Long-Term Goal:**

**Short-Term Goal:**

**Four-Week Activity Plan:**

#### **Parent-Child Activity**

**Long-Term Goal:**

**Short-Term Goal:**

**Four-Week Activity Plan:**





## EARLY CHILDHOOD SELF-ASSESSMENT

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Activity: \_\_\_\_\_

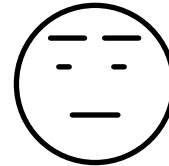
**Directions:** Read each sentence and color the picture that best describes how you feel about the statement.

"Interesting"

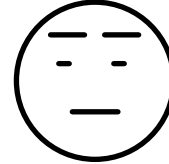
"Okay"

"Boring"

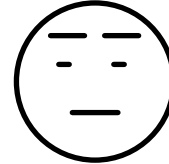
1. The time you spent with your family and friends before the activity was:



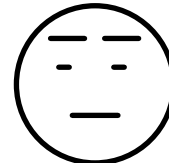
2. The stories you read were:



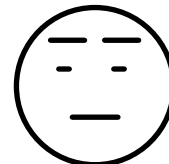
3. The activities were:



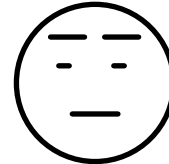
4. The meal was:



5. The games were:



6. Overall, the whole activity was:



7. I would like to attend another FABLE activity:



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**Evaluation:**      **Four-Week Cycle** from \_\_\_\_\_ to \_\_\_\_\_.

**Family Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**During the cycle just finished:**

**WHAT DID I LEARN ABOUT MYSELF AS AN ADULT LEARNER?**

**WHAT DID I LEARN ABOUT MYSELF AS A PARENT?**

**WHAT DID I LEARN ABOUT MY CHILD?**

**DID YOU REACH YOUR SHORT-TERM GOALS?**

**IF NO, WHAT DO YOU THINK STOOD IN YOUR WAY?**

**WHAT EVEN START ACTIVITIES WERE MOST HELPFUL?**

**S.N.O.W.****Strengths**

What am I good at?  
What do I like to do?  
What do other people think I'm good at?  
What skills do I have?

**Needs**

What things are difficult for me?  
Are there things I need to get better at or learn, in order to reach my goals?

**Opportunities**

Who can help me reach my goals?  
How can they help?  
What am I doing now that helps me reach my goals?

**Worries**

What do I worry about when I think about moving beyond Even Start and reaching my goals?

# FAMILY LITERACY CHECKLIST

Name \_\_\_\_\_

Date \_\_\_\_\_

Our family would like to know more about the following...

## Health

- ☐ children's health care
- ☐ caring for sick children
- ☐ keeping children healthy
- ☐ pediatric first aid & CPR
- ☐ child safety (ie, childproofing, fire safety)
- ☐ dental care
- ☐ immunizations
- ☐ adult health issues
- ☐ preventative health care
- ☐ self esteem
- ☐ depression
- ☐ family planning
- ☐ other:

## Nutrition

- ☐ healthy snacks
- ☐ cooking for children
- ☐ cooking with children
- ☐ eating well on a low budget
- ☐ other:

## Family Relationships

- ☐ parenting support
- ☐ discipline
- ☐ setting limits with children
- ☐ talking with children
- ☐ handling anger & frustration
- ☐ being a step parent
- ☐ child abuse and neglect
- ☐ self protection
- ☐ alcohol/substance abuse
- ☐ other:

## Child Development

- ☐ what to expect at different ages
- ☐ child's speech developing normally?
- ☐ child's skills developing normally?
- ☐ what toys are good for child's age?
- ☐ homemade toys
- ☐ other:

## Child's Learning & Education

- ☐ choosing books for my child's age
- ☐ keeping books safe at home
- ☐ making books for children
- ☐ getting/using library card
- ☐ reading with children
- ☐ everyday activities to encourage language (talking, listening, understanding)
- ☐ nursery rhymes/songs/finger plays
- ☐ using television as a teaching tool
- ☐ practicing skills for school
- ☐ enrolling child in pre-school
- ☐ enrolling child in kindergarten
- ☐ helping children with school work
- ☐ talking to children's teachers
- ☐ attending school activities (open houses, conferences, events)
- ☐ attending PET meetings
- ☐ volunteering at school
- ☐ other:

## Family Activities

- ☐ craft projects
- ☐ cooking with children
- ☐ outdoor fun
- ☐ holiday activities
- ☐ games
- ☐ family outings
- ☐ other:

## Parent's Learning & Education

- ☐ sounding out words
- ☐ understanding (remembering what you read)
- ☐ writing (spelling, punctuation, mechanics)
- ☐ brush up on math
- ☐ English as a second language
- ☐ diploma/GED
- ☐ preparing for work
- ☐ preparing for college
- ☐ computers
- ☐ budgeting
- ☐ time management & organization
- ☐ getting a driver's license
- ☐ American citizenship
- ☐ other:

Other things I am interested in learning more about:



**Project F.A.R.  
Home Visit Summary Form**

Family Name	Date/Time
M.S.A.D. #49	Next Scheduled Date/Time
Town:	
Adult Education:	#1 What Project F.A.R. Activities were helpful to you in working with your child this week?
Parenting:	#2 This week it was easy for me to:
Early Childhood Education:	#3 This week I had difficulties with:
Items left in home:	#4 My family's learning plans for next week are:
Comments:	

Home Visitors Signature

Date

**Chippy/EvenStart  
PACT Assessment**

Msw:ly:/PACT Assessment.f98

**Note to student:** Please read very carefully and check off in the appropriate box. You are invited to write comments for each question.

---

1. How satisfied are you that this PACT activity was enjoyable and useful for you and your child/children?

☐ very satisfied      ☐ satisfied      ☐ less than satisfied      ☐ very dissatisfied

Comments: \_\_\_\_\_

---

2. How satisfied are you that this activity provided you with the opportunity to spend quality time with your child/children?

☐ very satisfied      ☐ satisfied      ☐ less than satisfied      ☐ very dissatisfied

Comments: \_\_\_\_\_

---

3. How satisfied are you that this activity will help you and your child/children spend more time reading and learning together at home?

☐ very satisfied      ☐ satisfied      ☐ less than satisfied      ☐ very dissatisfied

Comments: \_\_\_\_\_

---

4. How satisfied are you that this activity was a learning experience for you and your child/children?

☐ very satisfied      ☐ satisfied      ☐ less than satisfied      ☐ very dissatisfied

Comments: \_\_\_\_\_

---

5. How satisfied are you that there was enough time to complete this PACT activity?

☐ very satisfied      ☐ satisfied      ☐ less than satisfied      ☐ very dissatisfied

Comments: \_\_\_\_\_

---

6. Would you consider planning a PACT activity to share with other parents in the future?

Yes ☐ No ☐

If yes, please describe the activity \_\_\_\_\_

---

FAMILY STRENGTHS AND NEEDS ASSESSMENT  
EVEN START PROGRAM

Parent(s)\_\_\_\_\_

Date\_\_\_\_\_

Home Visitor\_\_\_\_\_

Tell us about your child/ren at this time

DELIGHTS

DIFFICULTIES

1.

1.

2.

2.

3.

3.

4.

4.

5.

5.

6.

6.

How would you compare your parenting to the way you were brought up?

If you had three wishes for the coming year, what would they be?

1.

2.

3.

What is the best way for you to learn new information?

listening to others\_\_\_\_\_ reading\_\_\_\_\_ discussing ideas\_\_\_\_\_

hands-on experience\_\_\_\_\_ observing\_\_\_\_\_ other\_\_\_\_\_

What is something that you have learned recently that was easy to learn? How did you learn it?

Describe something that has been challenging to learn and how you learned it.

What do you hope to gain from having a home visitor?